

Monday, June 21, 2010 Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

1. Action Items

Subject 1.01 Call to Order

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 1. Action Items

Type Information

The board president will call the meeting to order.

Subject 1.02 Adjourn to Executive Session

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 1. Action Items

Type Action

The board will meet in closed session to discuss matters protected by Missouri statute.

Subject 1.03 Adjourn Executive Session and Reconvene in Open Session

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 1. Action Items

Type Action

The board will adjourn the closed session and reconvene in open session.

Subject 1.04 Adoption of Agenda

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 1. Action Items

Type Action

The board will adopt the agenda for the board meeting.

Subject 1.05 Consent Agenda

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 1. Action Items

Type Action

Consent agenda items are listed below. These items are considered routine and will be voted upon with a single motion.

2. Report Items

Subject 2.01 Public Complaint

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 2. Report Items

Type Repor

A public complaint has been filed as per board of education policy by Mr. Wes Scroggins. The superintendent and curriculum director met previously with Mr. Scorggins to address his concerns. Included below is a copy of Mr. Scroggins' original complaint, the synopsis of the meeting referenced above that was shared with the board at the last meeting, and information Mr. Scroggins will review with the board during his allotted presentation time.

Original Complaint	Superintendent's Synopsis	Mr. Scroggins' Information
Public Complaint [Scroggins] pdf	Public Complaint Response (Scroggins).pdf	School Board Presentation (Scroggins) pdf

Subject 2.02 Construction

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 2. Report Items

Type Report

Construction reports will be provided in three areas.

- 1. An update on the high school project will be given. If Chris Ball is able to attend the meeting, he will do so. Otherwise, he will submit a written report to the board.
- 2. An update on the work being done in the four elementary schools will be provided by Brent Stevens from H Design.
- 3. Recently, an opportunity has presented itself to access some Federal Emergency Management Agency (FEMA) monies. Brent Stevens and Brian Orr, an engineer from Toth & Associates in Springfield, will share specifics with the board.



Construction Meetino (6-17-10) pdf

Subject 2.03 Administrative Team

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 2. Report Items

Type Report

Most of the administrative team members will not be submitting reports during the summer months. The only reports that have been included are from the assistant superintendent and superintendent.

Assistant Superintendent	Superintendent
Vicki Neal June 2010.pdf	June 21, 2010.pdf

Subject 2.04 MSBA Delegate

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 2. Report Items

Type Report

The MSBA Delegate will update the board on statewide issues of interest to school board members. Participation in the 2010 MSBA Annual Conference will also be discussed.



June 2010 MSBA Report pdf

3. Discussion Items

Subject 3.0

3.01 Transition Issues

Meeting

Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category

3. Discussion Items

Type

Discussion

Various issues are being addressed as part of the transition. Each month an update is given regarding work that is transpiring. This month we will focus on the issues highlighted below. Documents related to these topics are included in the table.

- 1. School Improvement Status
- Moving Logistics
- 3. Parent Pick Up/Drop Off
- 4. Bus Routes
- 5. Class Lists
- 6. Signs (see information below)

Plaques	Wayside Examples	Wayside Markers	Cost Estimate
PR.		and the	-
Final		<u>Anni</u>	- Finds
Lyon Plaque pdf	Example 1.JPG Example 2.JPG	Lyon Marker, pdf	Cost Estimate.pdf
700		POF	
Asses .	TA	- Town	
McCulloch Plaque.pdf	Example 3.JPG	McCulloch Marker.pdf	
PRIS. Co.		-	
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Schofield Plaque.pdf	1	Schofield Marker.pdf	

Subject

3.02 Book Study

Meeting .

Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category

3. Discussion Items

Type

Discussion

This year the board will be reading the book, "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn." The book is written by Dr. Richard DuFour, the premier expert in the field of education on creating professional learning communities. This book was the text utilized in our administrative book study last year. Four chapters in the book are case studies. Assignments for providing an overview of these chapters was made at a previous board meeting and are highlighted below. The superintendent will provide an overview of the chapters covered to date prior to the discussion.

Vern (Overview)	Stan and Kelly	Vicki and Rusty	Ken and Lance	Stephanie and Melissa
PLC Overview (Chapters 1 and 2) pdf	Chapter 3 Adlai Stevenson High School	Chapter 5 Freeport Intermediate School	Chapter 6 Boones Mill Elementary School	Chapter 7 Los Penasquitos Elementary School

4. Action Items

Subject 4.

4.01 Student Handbooks

Meeting

Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category

4. Action Items

Type

Action

Attached are the district handbooks for the 2010-2011 school year. Vicki Neal, Assistant Superintendent will answer any questions board members may have.

Tiger STRIPES	Preschool	K-5	Middle School	High School
STRIPES Handbook.pdf	Preschool Handbook, pdf	Elementary Student Handbook 2010-2011.pdf	As Handbook pdf	HS Handbook 2010-2011 pdf

Subject 4.02 FY 10 Budget Revision

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 4. Action Items

Type Action

A revised FY 10 budget is being presented for board action. Attached is a copy of the revised budget as well as a summary of the proposed changes.

FY 10 Revised Budget	FY 10 Revised Budget Summary
FY 10 Revised Budget (June 2010).pdf	FY 10 Revised Budget Summary (June 2010), pdf

Subject 4.03 FY 11 Budget

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 4. Action Items

Type Action

A draft of the FY 11 budget will be presented for the board's consideration.



FY 11 Budget (June 2010).pdf

Subject 4.05 FY 11 Salary and Wages

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 4. Action Items

Type Action

Recommended

Action

to approve salaries and wages for the 2010-2011 school year as noted below. 1. Funding of a single medical health insurance policy for all eligible employees will continue. 2. The base salary of the teacher salary schedule will be increased by 1.5% to \$32,480. Salaries of administrators and wages of classified staff will also be increased by 1.5%. 3. Movement on all salary schedules (certified and classified) will be funded for those who qualify. 4. Longevity pay for all who qualify will be funded. 5. The extra duty schedule will be increased as reflected in the change to the teacher salary schedule. 6. Career ladder will remain in tact for another year.

The board will give consideration to salaries and wages for FY 11. A recommendation will be forthcoming.

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Subject 4.04 Transportation Salary Schedule

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 4. Action Items

Type Action

Attached is a drafted salary schedule for transportation. The salary schedule reflects changes due to split bus routing and district boundaries. Vicki Neal will be available to answer questions if needed.



Salary Schedule for Bus Drivers.pdl

Subject 4.06 Surplus Items

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 4. Action Items

Type Action

The district has various items that need to be declared surplus as a result of the transition. Please note the numbers identified on the grid may not be exact. The superintendent will be recommending a method for disposing of the surplus items.



5. Personnel

5ubject 5.01 Resignations

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 5. Personnel

Type Action

Based upon the recommendations from the supervisors involved, the superintendent recommends the resignations of the staff listed below for the 2010-2011 school year.

Staff Position	
Jennifer George Ronda McCarty Scot Phillips Lori Smith	HS Night Custodian Food Service Secretary HS Social Studies Teacher MS Math Teacher

Subject ' 5.02 Transfers

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 5. Personnel

Type Action

Based upon the recommendations from the supervisors involved, the superintendent recommends the transfers of the staff listed below for the 2010-2011 school year.

Staff	Current Position	New Position
Andrea Butler Julie Davis Steve Govero Gail Martin Melissa Saner Came Vasquez Tammy Watkins Jennifer Wojciechowski	General Aide Schofield Elementary Focus Aide Middle School Focus Aide High School Focus Aide McCulloch Elementary Focus Aide Schofield Elementary Computer Aide McCulloch Elementary PK Paraprofessional Daycare Assistant	Lyon Elementary Paraprofessional Focus Aide High School Focus Aide McCulloch Elementary Focus Aide Middle School MS Health Care Aide Food Service Secretary (PT) ECSE Paraprofessional Schofield Elementary General Aide

Subject 5.03 Employments

Meeting 3un 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 5. Personnel

Type Action

Based upon the recommendations from the supervisors involved, the superintendent recommends the employment of the staff

listed below for the 2010-2011 school year.

Staff	Position
Kimberly Baker Roxanna Baxter Elizabeth Blanford Joe Brown Manda Burk Cheri Caldwell Dixie Comelius Megan Genzler Stephen Gum Stephen Gum Vikki Hockett Kristi Kilbum Amy Searson Kathy Scales Autumn Sutherland Jennifer Stephens Kobert (Brad) Swope Brad Swope Brad Swope April Tucker Shyra Whalon Ben Wolfinbarger	MS Math Teacher Schofield Elementary Grade 5 Teacher MS Special Education Teacher MS Head Boys Track Coach Preschool Lead Teacher HS Social Studies Teacher Early Childhood Special Education Teacher PAT Educator HS Assistant Boys Tennis HS Assistant Girls Tennis Occupational Therapist McCulloch Elementary Kindergarten Teacher Early Childhood Nurse HS Communication Arts Teacher Food Service Secretary HS Science Teacher Lyon Elementary Education Teacher MS Assistant Football HS Assistant Wrestling McCulloch Elementary Grade 1 Teacher HS Flags Sponsor Schofield Elementary Focus Aide

Subject 5.04 Classified Re-Employments

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 5. Personnel

Type Action

Based upon the recommendations from the supervisors involved, the superintendent recommends the re-employment of the classified staff listed below for the 2010-2011 school year.



Classified 2010-2011.pdf

6. Procedural Items

Subject 6.01 Future Agenda Items

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 6. Procedural Items

Type Discussion

The board will discuss possible future agenda items.

Subject 6.02 Next Meeting

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 6. Procedural Items

Type Action

The board will set its next board meeting (i.e., date and time).

Subject 6.03 Adjournment

Meeting Jun 21, 2010 - Regular Board Meeting 7:00 P.M. (Executive Session 6:00 P.M.)

Category 6. Procedural Items

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Туре

Action

The board will adjourn the meeting.

FILE: KL-AF Critical

PUBLIC COMPLAINTS (Complaint or Concern to the Board)

Complaint or Concern Initiated by: Dr. Wesley Scroggins Address: 5316 S. Deer Meadow Lane City: Republic State: MO Zip code: 65738 Telephone: 732-6652
Complainant Represents: X Himself/Herself Student Organization (specify):
What is your complaint? Use full names, dates and exact occurrences, if appropriate. Attach additional pages if necessary. The school district uses textbooks that teach errors about American history and government. The district also teaches evolution in science classes and covers inappropriate content in sex education classes. This is not conducive to a moral education that produces an educated American citizenry. I want to share examples with school board members.
Check the levels of school administrative units with whom you have discussed this complaint: Teacher/Staff Member Principal Department Director Superintendent/Designee Other (specify):
What response have you received from these different administrative levels? <u>I desire to address</u> the Board because the Board is responsible for making final decisions on curricula and all materials.
What action would you like the Board to take? <u>Discontinue the use of textbooks and any materials that create false conceptions of American history and government or that teach principles contrary to Biblical morality and truth.</u>
The Board reserves the right to defer and redirect complaints that have not been investigated to the appropriate administrative level(s).



MEMORANDUM TO:

FROM: REGARDING:

DATE:

Board of Education

Vern B. Minor Public Complaint

May 17, 2010

The purpose of this correspondence is to address the public complaint that was filed by Mr. Wesley Scroggins. Attached to this summary is a copy of Mr. Scroggins' complaint. At the board's direction. I met with Mr. Scroggins to review his concerns. We met on April 21, 2010, from 9:00-10:30 AM. Also in attendance was Dr. Amy Cook.

Mr. Scroggins did not present written documentation which outlined his observations. I took notes during the course of the meeting and have done my best to capture his key concerns. My synopsis of the meeting is organized around the three basic issues that Mr. Scroggins raised in his written complaint. Dr. Cook has reviewed my comments to ensure their accuracy.

Complaint #1:

"The school district uses textbooks that teach errors about American

history and government."

According to Mr. Scroggins' public complaint form, he believes the district should "discontinue the use of textbooks and any materials that create false conceptions of American history and government." As support for his claims, Mr. Scroggins presented us with copies of the documents listed below.

- A. An excerpt (16 pages) from a grade 3 social studies textbook ("We the People")
- B. An excerpt (6 pages) from a grade 12 high school social studies textbook
- C. A one page excerpt from a high school social studies textbook

Observations that Mr. Scroggins made from each document are highlighted below and have been coded with an A, B, or C to indicate which document Mr. Scroggins referenced. District responses follow his conclusions in blue text. Before proceeding further it should be noted that (1) the district no longer uses the textbook "We the People"; and (2) to the best of our knowledge, the one page excerpt is not a part of our current high school curriculum.

A.1. Mr. Scroggins took exception to a statement which referred to the United States as a democracy. He noted that the founding fathers never intended for our country to be a democracy; rather, they founded a republic.

Mr. Scroggins is correct. The founding fathers did establish our country as a republic. They believed democracies were unworkable and potentially dangerons. However, it should be noted that our country does have elements of a representative democracy. To say that democracies and republics are opposites would not be accurate. There is, indeed, some overlap. These distinctions are made for our students during the course of their K-12 social studies experiences.

A.2. Mr. Scroggins questioned whether or not students were capable of answering some of the questions in the text. He cited four open ended questions on page 115 as examples.

Granted, elementary aged students cannot answer such questions in the same manner as adults. However, elementary students are certainly capable of answering complex thinking skills questions. While they may not fully comprehend abstract concepts at a young age (e.g., the difference between a democracy and a republic), they are certainly capable of grasping a beginning understanding of such concepts. As we continue to teach these ideas to students during their K-12 experience in a progressively more complex l'ashion, they eventually garner an understanding at a much higher level. All curriculum areas (not just social studies) are taught in such a manner.

A.3. Mr. Scroggins took exception with the notation in the text that many of our freedoms are protected by the First Amendment of the Bill of Rights. His contention was that the Constitution does not guarantee any rights. God gives man these rights, not government. He felt the book presented anti-Christian perspectives.

While I would certainly agree with Mr. Scroggins' religious views on this matter, it is also true that the founding fathers penned the Constitution to protect man's rights. As a public school, we are legally obligated to present the facts associated with our founding fathers. Public school officials are constitutionally bound to avoid promoting our personal religious heliels. The Establishment Clause prohibits public school employees from acting in ways that are inconsistent with the Lemon test, a test that was named after the Supreme Court case which first identified these standards. Under the Lemon test, educators' actions must (1) have a primary secular purpose; (2) have primary effects that neither advance nor inhibit religion; and (3) not result in excessive entanglement with religion. While personally I agree with Mr. Scroggins' observations. I cannot legally espouse such a position to children in a public school setting.

A.4. Mr. Scroggins contended that the caricature on page 117 was offensive to him as a Christian. The cartoon pictured a man clothed in tattered garments, holding a megaphone, and wearing a sandwich board sign containing the words, "The True Way."

The caption for the eartoon read. "Does freedom of religion allow you to shout your views in the middle of the night?" I understand what the author wanted students to consider. However, I also agree with Mr. Scroggins that a less offensive picture would be more appropriate. Screening teaching resources to avoid potentially offensive language and pictures is something all educators consider as we review materials. Unfortunately, it is nearly impossible to ensure that we can unequivocally avoid all potentially offensive words and pictures given the quantity of materials we peruse and the choices that are available to us. I can assure the board, however, that we will do our best to screen teaching materials to protect all special interest groups from being portrayed in a negative manner.

A.5. Mr. Scroggins did not agree with the author's choice of terminology. The author referred to "general welfare" from the Preamble as "common welfare." Mr. Scroggins believes the term "common" is a socialistic term.

Mr. Scroggins did not object to any of the information in the text that defined what "common welfare" meant. That would suggest to me that the author had no ill intent in choosing the term "common" rather than "general." The term "common" is regarded as a synonym for "general" by the Merriam-Webster thesaurus. I believe the author simply chose the word "common" because the term is easier for young students to understand. The term "general" could, for many children, be a distracter (i.e., be interpreted as a military term).

A.6. Mr. Scroggins repeated throughout his discussion of the elementary text that the author presented a left wing bias. Furthermore, he noted that the text lent itself to the left wing biases of teachers.

None of the examples that Mr. Seroggins shared indicated to me that there was a left wing undercurrent in the text. I am very conservative in my political and religious views, and I did not interpret the examples he cited in the same manner. The samples he selected all seemed to me to simply be statements of fact. Granted, the text does not promote any kind of moral perspective as Mr. Scroggins so desires. However, as noted above, moral perspectives cannot be promulgated by adults in the public school setting. Furthermore, Mr. Scroggins' contention that teachers who instruct in public schools are liberal in their thinking is unfounded. I asked him for specific comments teachers in our district have made that would qualify as liberal. He could provide me with no such examples. I know for a fact that we have many Christians serving in our school district.

B.1. Mr. Scroggins disagreed with a caption beneath a photo on page 542. He described the second question posed by the authors as a left wing tactic.

The question beneath the photo stated, "How might it (nativity scene) he relocated or changed to avoid coming into conflict with the First Amendment." On this issue I would agree with Mr. Scroggins: it appears the author may be leading students to a single conclusion. If the first question only would have been included under the photo (i.e., "Does this seasonal display violate the separation of church and state?"). I speculate that Mr. Scroggins would not have taken exception. Having said that, as I noted in my response under A.4., sometimes it is difficult to find resources for every grade level and every subject area that are completely devoid of any offensive reference for every special interest group. I suspect that if other groups delved deep into every text used in American classrooms they would find some references that would be offensive. Nevertheless, we will do our best in future examinations to avoid selecting materials that are offensive to any group.

B.2. Mr. Scroggins took exception to several court eases that were mentioned in the text. He contended that the courts have violated their Constitutional powers. He also noted that this was not what God or the founding fathers intended.

While I may agree with Mr. Scroggins' opinion on this matter, I see nothing inherently wrong with the textual references to the court cases. Mr. Scroggins' conclusion that courts have violated their Constitution power is an opinion. In the text the author was simply citing court cases that deal with the issue of freedom of religion. The author did not appear to support a particular view on these decisions; he was simply reporting the facts associated with the various cases.

C.1. Mr. Scroggins presented a single page out of a textbook which focused on Dorothy Burlage, a woman who was deeply involved in the civil rights movement of the 1960s-1970s. He was upset with the following sentence: "Her conservative Southern Baptist parents taught her to believe in the brotherhood of man and also to conform to the conservative values of her old slaveholding community."

First, I would like to address the reference to slavery and Southern Baptists. In my study on this subject I discovered that prior to the Civil War, there was only one Baptist Convention. The issue of slavery divided the Northern and Southern Baptist Churches. When it became evident that the Baptist convention was taking a stance in opposition to slavery, the southern churches left the convention and formed the Southern Baptist Convention. At the June 1995 Southern Baptist Convention, a Resolution on Racial Reconciliation was adopted as part of the convention's 150 year anniversary. One component of this resolution noted, "...we lament and repudiate historic facts of evil such as slavery from which we continue to reap a bitter harvest." The convention voted on June 20 to renounce its racist roots and apologize for its past defense of slavery.

Second. Dorothy Burlage penned in her own words that slavery was, indeed, a part of her uphringing. In the 2000 book "Deep in Our Hearts: Nine White Women in the Freedom Movement." Ms. Burlage offers the description below of her childhood years,

It is painful to write about my grawing up years, for doing so brings back memories of the insidious world of racial segregation. Looking back, I can see that is was my deep and loving childhood connection to black people in my extended household and seeing how they were mistreated by the tradition of Jim Crow that led me to commit my life to getting rid of segregation... Despite the significant roles that black people played in my family, I was taught, like most southern white children, the tradition of racial segregation and how to keep black people at a distance, in a lesser status. (Chapter 3, pages 87-88)

Based on both of these issues (i.e., history of Southern Baptists and the actual words of Dorothy Burlage). I believe the comment made by the author in question by Mr. Scroggins was accurate. Regardless, to the best of our knowledge, this document is not a part of our high school social studies curriculum.

Complaint #2: "The district also teaches evolution in science classes..."

Mr. Scroggins did not address this subject during our 90 minute meeting.

Complaint #3: "The district also teaches...imappropriate content in sex education classes."

According to Mr. Scroggins' public complaint form, he believes the district should "discontinue the use of textbooks and any materials that...teach principles contrary to Biblical morality or truth." I believe that Mr. Scroggins would contend that all of the issues he raised as part of the social studies discussion would fall under this umbrella (i.e., teach principles contrary to Biblical morality or truth). In addition, Mr. Scroggins presented us with copies of the documents listed below as they related to the district's sex education classes.

- A. An excerpt (2 pages) from a textbook on "The Pill"
- B. A pamphlet entitled "What Do You Know About HIV?

Observations that Mr. Scroggins made are highlighted below. As was the case with the social studies issues, district responses follow his conclusions in blue text. Before proceeding further it should be noted that (1) Mr. Scroggins made no direct references to the textbook excerpt on the pill; and (2) to the best of our knowledge, the district does not distribute the pamphlet Mr. Scroggins supplied.

B.1. Mr. Scroggins did support the district's position on abstinence. However, he took exception to one of the pamphlet's descriptions on how to avoid contracting HIV (i.e., use of a condom). According to Mr. Scroggins, reference to condom use as a preventative measure is still encouraging the use of condoms.

First of all, to the best of our knowledge, the district is not using the pamphlet in question. Having said that, I would agree with Mr. Scroggins that this conclusion could be drawn. There is a delicate balance between telling students the facts about HIV while still maintaining a position that supports abstinence. We have visited with all of our teachers about this issue. All of them have assured us that they promote abstinence in their teaching. However, I know from my past experience that issues will surface during discussions on human sexuality that are very difficult. As such, parents are always welcome to opt out of the human sexuality curriculum if they are concerned about exposing their children to such topics.

B.2. Mr. Scroggins felt students should not be exposed to sexual perversions (e.g., oral sex) during sex education classes.

As noted above, parents are always welcome to opt out of the program. In our society children are exposed to sexuality at a much younger age than in the past. Television, movies, and the Internet are primarily responsible for this. We have an obligation to deal with issues in a factual way with students so that they will make the proper choices and avoid behaviors that would prove to be detrimental to their health and future.

B.3. Mr. Scroggins asked, "Why is talking to parents not emphasized more?"

As noted above, to the best of our knowledge the pamphlet in question is not used in the district. However, I can assure that board that we always emphasize to children the importance of communication with their parents. Mr. Scroggins is correct in noting that many pamphlets associated with human sexuality suggest contacting health care providers or counselors if questions or problems surface. For some students their family situation is in disarray, and they do not have significant adults in their lives with whom they can consult. Talking to a counselor, for example, may be their only outlet. However, I can assure the board that we would never advocate to students that they should avoid talking to their parents about difficult issues.

Conclusion

As noted earlier, Mr. Scroggins did not provide a written document summarizing his thoughts. I have done my best to encapsulate his views on the subjects in question. At this point the board of education will need to determine the next course of action. Mr. Scroggins still desires an audience with the board. Possible choices for the board are outlined below.

- 1. Direct administration to meet with Mr. Scroggins again.
- Inform Mr. Scroggins to submit his concerns in writing to the board.
- 3. Inform Mr. Scroggins that a presentation to the board will be allowed as defined under board policy.
- Inform Mr. Scroggins that the matter is closed and a presentation to the board will not be granted.

Public Complaint Presented to the Republic School Board By Dr. Wes Scroggins June 21, 2010

This document presents a brief explanation of a public complaint presented by Dr. Wes Scroggins to the Republic School Board. The essence of the complaint regards the content of textbooks and other curricula material used in classes. History and American Government textbooks present an inaccurate view of the American republican form of government and the United States Constitution. Texts and materials used in other courses present issues and principles that are immoral and violate the righteous, moral Law of God on which our Constitution and individual liberties rest.

The paper briefly addresses is sues and content taught in several subjects:

- 1) History and American Government
- 2) English
- 3) Sex Education
- 4) Science

The paper is structured according to the four subjects listed above. Material and comments are presented first followed by requested actions from the Board for each subject.

History & American Government

Many of the History and American Government textbooks used in the Republic School District present an inaccurate view of the American form of government. This is done by presenting children with inaccuracies and untruths. Many untruths are found when conducting even a cursory review of several textbooks. Specifically, three of the major problems are discussed here:

- 1) Form of American government
- 2) Separation of church and state
- Freedom of expression

Form of American Government

History and American Government textbooks primarily teach that the American form of government is a democracy. This is not true. The American form of government is a constitutional republic. The differences between the two forms of government are huge. They are based on totally different worldviews and assumptions and have little, if anything, in common. See an example of this untruth taught in the text "We The People," on page 8 in the appendix.

A constitutional republican form of government is based on the rule of Law. The American founding fathers established the Constitution based on Biblical principles as the Rule of Law in this country. The American republican form of government is based on the

assumption that certain liberties are God given. These rights are not granted by government, therefore, they cannot never be taken away by government. The Constitution exists to prevent government from taking away natural, God given rights. This form of government is based on a Biblical worldview. It assumes man's obligation to be obedient to God's Law as well as the sinful, corrupt nature of man.

A democracy is based on an atheistic, humanistic worldview. Individual liberties (and everything else) are determined by the majority. It is majority rule. Underlying assumptions are that there is no absolute right and wrong. Morality is determined by the majority, it is relative. Man is free to do as the majority wishes. The desire of the majority determines right and wrong. It assumes man's nature is good.

The difference between constitutional republicanism and democracy is so great that the founding fathers intentionally founded a republican form of government. They feared and hated democracy. The possessed a Biblical worldview and knew that democracy could never sustain individual liberty for very long. See their statements below.

- 1) At the close of the Constitutional Convention of 1787, a woman, Mrs. Powel of Philadelphia, asked **Benjamin Franklin**, "Well, Doctor, what have we got, a republic or a monarchy?" With no hesitation, Franklin responded, "A republic, if you can keep it."
- 2) George Washington stated during his inaugural address on April 30, 1789, that he would dedicate himself to "the preservation ... of the republican model of government."
- 3) Democracy... while it lasts is more bloody than either aristocracy or monarchy. Remember, democracy never lasts long. It soon wastes, exhausts, and murders itself. There is never a democracy that did not commit suicide. John Adams, 2nd President
- 4) A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the rights of the other forty-nine. Thomas Jefferson, 3rd President of the United States, author of the Bill of Rights
- 5) Democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their death.

 James Madison, 4th President of the United States, Father of the Constitution
- 6) The experience of all former ages had shown that of all human governments, democracy was the most unstable, fluctuating and short-lived. John Quincy Adams, 6th President of the United States
- 7) Democracy never lasts long. It soon wastes, exhausts and murders itself. There was never a democracy that did not commit suicide. Samuel Adams

- 8) Democracy is two wolves and a lamb voting on what to have for lunch. Liberty is a well-armed lamb contesting the vote! Benjamin Franklin
- 9) We are a Republican Government. Real liberty is never found in despotism or in the extremes of Democracy... It has been observed that a pure democracy if it were practicable would be the most perfect government. Experience has proved that no position is more false than this. The ancient democracies in which the people themselves deliberated never possessed one good feature of government. Their very character was tyranny; their figure deformity. Alexander Hamilton
- 10) A democracy is a government by the passions of the multitude, or, no less correctly, according to the vices and ambitions of their leaders. Democracy's majority rule is one of the intermediate stages towards tyranny. Democracy, in its best state, is but the politics of 8edlam; while kept chained, its thoughts are frantic, but when it breaks loose, it kills the keeper, fires the building, and perishes. The framers of the Constitution intended our government should be a republic, which differs more widely from a democracy than a democracy from a despotism. Fisher Ames, founding father and member of the first Congress
- 11) Between a balanced republic and a democracy, the <u>difference is like that between</u> order and chaos. John Marshall, Chief Justice of the Supreme Court, 1801-1835

It is obvious that the founding fathers knew there was a huge difference between a republic and a democracy. It should be noted that the Constitution they drafted does not mention "democracy," but does state in Article IV that "The United States shall guarantee to every State in this Union a republican form of government."

Even Marxist/Communist leaders know the truth about the evils of democracy. See the statements below:

<u>Democracy is indispensable to Socialism</u>. V. I. Lenin <u>Democracy is the road to Socialism</u>. Karl Marx The goal of Socialism is Communism. V. I. Lenin Communism is Socialism in a hurry. V.I. Lenin

To state that constitutional republics and democracies are similar and compatible forms of government is inaccurate and mistaken. It is the duty of the Republic School District to teach the truth about our form of government. Dr. Minor, in his May 17, 2010 memorandum to the 80 ard, states at the bottom of page 1 that "these distinctions are made for our students during the course of their K-12 social studies experiences." However, Dr. Minor fails to provide any evidential basis that the teaching of these distinctions is actually occurring in Republic classrooms. Therefore, I ask the Board investigate the following:

- 1) How and to what degree is the distinction between the two forms of government being made in Republic classrooms?
- 2) Why not use textbooks that present the truth? Why use texts that present the untruth and fail to make the distinctions that then require teachers to clarify for students what those differences are?
- 3) What are the evidences (i.e., materials, lectures) that teachers are using to present the true distinctions between the two forms of government?

Separation of Church and State

Republic Schools American Government textbooks also teach the concept of the separation of church and state. One example is found in the textbook, "Magruder's American Government," that at one point, was used in high school American Government courses and may still be used as the primary text there (see page 9 in the appendix). In this example, the figure of the nativity scene is used to teach children that the separation of church and state is a constitutional principle and that this nativity scene is unconstitutional. The author uses several questions to provide an implied answer. However, this is a lie.

Nativity scenes do not violate the separation of church and state. The reason for this is that the separation of church and state is a myth. It is not even mentioned in the Constitution. The phrase "separation of church and state" is only found in one sentence in one letter written by Thomas Jefferson on January 1, 1802 to the Danbury 8aptist Association in Danbury, Connecticut. In this one sentence, Jefferson used the phrase to assure the Danbury Baptists that since the Constitution built a wall of separation that prohibited the state from establishing an official religion, they did not have to worry about the government meddling in their religious affairs. He assured them that America was not like England, where the government controlled the church. However, in the 1940s, a liberal U.S. Supreme Court perverted this phrase and interpreted it to mean that the state could no longer acknowledge God. Since then it has been used to eliminate Christianity from all spheres of public life.

To teach children that a nativity scene, or anything else, violates the First Amendment principle of the separation of church and state is nothing more than a lie. It is the moral duty of this school district to teach the truth of this issue: that the separation of church and state is a myth and is not found in the Constitution. It is impossible to violate something that does not exist.

Freedom of Expression

The argument against teaching the constitutional principle of freedom of expression is much the same as the argument against the separation of church and state. The concept of freedom of expression does not exist in the Constitution. Yet textbooks such as "We The People" teaches that the Constitution protects the freedom of expression (see page 10 in the appendix). The concept of freedom of expression was created in the

1940s by the liberal U.S. Supreme Court and has been used since to justify many perversions in our society in the name of an individual's right of freedom of expression, including the evils of abortion, homosexuality, and pornography. It is also interesting to note that the textbook excludes the establishment clause and free exercise of religion from the First Amendment freedom of expression concept. However, the founding fathers began the First Amendment with the establishment clause and free exercise of religion.

Requested Action from the Board

The Republic School Board should take the following actions:

- 1) Review all History and American Government textbooks across all grades to determine whether they contain the above lies and inaccuracies.
- 2) Immediately discontinue the use of any and all textbooks that do not present the truth of the issues discussed above.
- 3) Investigate how teachers are making the constitutional republic-democracy distinction in the classrooms given that the textbooks fail to do so. Collect materials that teachers are using to highlight and teach children the differences.

English

The High School English I (and possibly English II) curriculum contains materials that are immoral, offensive, and vulgar. "Slaughterhouse Five" is required reading in either the English I or English II course. It contains very vulgar language throughout the book and covers topics such as sex outside of marriage and homosexuality. See pages 12-15 in the appendix for excerpts from the book.

In the English I course, students are required to read the book "Speak" and also watch the movie. "Speak" also contains much offensive material, including two rape scenes, drunken teenage parties, and teenage pre-marital sex. See pages 16-21 in the appendix for excerpts from the book.

Books such as "Twenty Boy Summer" are also listed as recommended reading on the Republic School library website. This book glorifies drunken teenage parties and teen pre-marital sex. See pages 22-27 for excerpts from the book.

Children in these classes and others are also exposed to R-rated movies. In English class, children watch "The Breakfast Club." In other classes such as history, they watch "Saving Private Ryan." Both these movies and others like them have offensive (and violent) content that justifies the R rating. It is interesting to note that while these children are not old enough to go to the movie theatre and see these movies, they are exposed to them at school by the teachers in the district.

Requiring children to be exposed to this content at school is immoral. It is an abomination to God to expose children to this material and this content will never be part of a moral education. It is difficult to understand how a school board and school

administration that claims to be Christian and profess Jesus Christ can expose children to such immoral and vulgar material.

Requested Action from the Board

The Republic School Board should take the following actions:

- 1) Remove the above mentioned books from the English curriculum.
- 2) Identify and remove any other books that teach similar content.
- 3) Remove all R-rated movies from the curricula in all subjects.

Sex Education

A cursory review of 8th grade sex education materials indicate that children are being exposed to immorality in this class. Materials such as "What Do You Know About HIV?" and "HIV and AIDS- Facts For Young People" introduce children to concepts such as homosexuality, bisexuality, oral and anal sex, and the use of condoms. See pages 28-29 for excerpts from the "HIV and AIDS- Facts For Young People" booklet.

Materials such as this introduce children to abominations (Lev. 18:22; 1 Cor. 6:9; Eph. 5:5; Gal. 5:19-21) according to God and equip them with the knowledge to have premarital sex, which is also sinful (Matt. 15:19; 1 Cor. 6:18; 1 Cor. 6:9; 1 Cor. 5:9-11.

Requested Action from the Board

The Republic School Board should take the following actions:

1) Remove all teaching of sex education from the district.

Science and Evolution

Although science and biology textbooks have not been reviewed at this point, the teaching of evolution in these texts is with doubt. The teaching of evolution is contrary to the Word of God concerning the origins of the universe and man's relationship with God (see Genesis 1 & 2). Evolution teaches that there is no God, that there is no higher authority that man must be obedient to, and that truth is whatever man decides it to be. It rejects that absolute truth and authority of God over man.

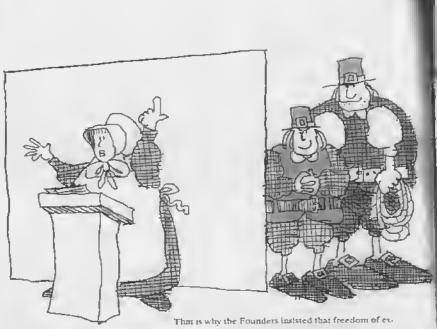
Requested Action from the 8oard

The Republic School Board should take the following actions:

1) Discontinue the use of all textbooks and materials that teach evolution and exclude God as the creator of the universe and mankind.

Appendix

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What do you think the Foundars learned from the experiences of people 8ke fracy Dyer?

pression be protected in the Constitution.

Should freedom of expression ever be limited?

As you have learned, our democracy depends on freedom of expression. However, sometimes it is fair to limit freedom of expression to protect other rights. For example, you may not cry "Firet" in a crowded theater when there is no fire, just to frighten people. Someone might be hurt rushing to get out.

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benefit handicapped children in a light-knii community of Hasidic Jews.

In the most recent case, from Louistana, Mitchell v. Helms, 2000, the Supreme Court upheld a federal law under which some material and equipment, including computer hardware and software, are loaned to public and private schools. Two facts were key to the Court's ruling: that those items (1) are loaned, not given to parochial schools, and (2) can be used only in "secular, neutral, and nonideological" programs.

Other Establishment Clause Cases

Beyond the realm of education, the Supreme Court has ruled on many other important aspects of freedom of religious expression.

Seasonal Displays

Many public organizations sponsor celebrations of the holiday season with street decorations, programs in public schools, and the like, Can these publicly sponsored observances properly include expressions of religious belief?



▲ This Christian nativity scene was displayed in Ironi of the Minasachusetts. State flower Critical Tranking Does this seasonal display violate the separation of church and state? How might it be relocated or changed to avoid coming into conflict with the First Amendment?

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In Lynch v. Donnelly, 1984, the Court held that the city of Pawrucker, Rhode Island, could include the Christian nativity scene in Its holiday display, which also featured nonreligious objects such as eardy canes and Santa's sleigh and reindeer. That ruling, however, left open this question: What about a public display made up only of a religious symboli.

The Court faced that question in 1989. In County of Allegheny v. ACLU, it held that the county's seasonal display "endorsed Christian doctrine," and so violated the 1st and 14th amendments. The county had placed a large display celebrating the birth of Jesus on the grand stairway in the county courthouse, with a banner proclaiming "Glory to God in the Highest,"

At the same time, the Court upheld another holiday display in Pirtsburgh v. ACLU. The city's display consisted of a large Christmas free, an 18-foot menorah, and a sign declaring the city's dedication to freedom.

Chaplains

Daily sessions of both houses of Congress and most of the Stare legislatures begin with prayer. In Congress, and in many States, a chaplain paid with public funds offers the opening prayer.

The Supreme Court has ruled that this practice, unlike prayers in the public schools, is constitutionally permissible. The ruling was made in a case involving Nebruska's one-house legislature, Marsh v. Chamber, 1983.

The Court rested its distinction between school prayers and legislative prayers on two points. First, prayers have been offered in the nation's legislative bodies "from colonial times through the founding of the Republic and ever since." Second, legislators, unlike schoolchildren, are not "susceptible to religious indoctrination or peer pressure."

The Free Exercise Clause

The second part of the constitutional guarantee of religious freedom is set out in the Constitution's Free Exercise Clause, which guarantees to each person the right to believe whatever he or she chooses to believe in matters of religion. No law and no other action by government can violate that absolute constitutional right, his projected by the 1st and the 14th amendments.

LESSON 16

How does the Constitution protect your freedom of expression?

Purpose of Lesson

In this lesson, you will icarn why freedom of expression was important to the Founders. You also will learn why it is so important today both to you and to our mation. When you have completed this lesson, you should be able to explain the benefits of freedom of expression. You should also be able to explain when it might be reasonable to limit this freedom.

What is freedom of expression?

Suppose someone asked you to make a list of some of the freedoms you think are very important. Most Americans would say they think it is important to have freedom of:

speech - the right to say whatever they wish to say press - the right to tead and write whatever they wish

- assembly the right to meet with others to talk about whatever they wish
- petition the right to ask the government to correct things that they think are wrong

These rights—freedom of speech, press, assembly, and petition—are pair of the right to freedom of expression. Our right to freedom of expression is protected by the First Amendment of the Bill of Rights.



How does the Bill of Rights protect freedom of speech?

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Slaughterhouse Five

SEVEN

Billy Pilgrim got onto a chartered airplane in Hium twenty-five years after that He knew it was going to crash, but he didn't want to make a fool of himself by saying so. It was supposed to carry Billy and twenty-eight other optometrists to a convention in Montreal.

His wife, Valencia, was outside, and his father-in-law, Lionel Merble, was strapped to the seat beside him.

Lionel Merble was a machine. Tralfamadorians, of course, say that every creature and plant in the Universe is a machine. It amuses them that so many Earthlings are offended by the idea of being machines.

Outside the plane, the machine named Valencia Merble Pilgrim was eating a Peter Paul Mound Bar and waving bye-bye.

The plane took off without Incident The moment was structured that way. There was a barbershop quartet on board. They were optometrists, too. They

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called themselves The Febs." which was an acronym for "Four-eyed Bastards."

When the plane was safely aloft, the machine that was Billy's father-in-law asked the quartet to sing his favorite song. They knew what song he meant, and they sang it, and it went like this:

*" In my prison cell I sit,

With my britches full of shit,

And my balls are bouncing gently on the floor.

And I see the bloody snag

When she bit me in the bag.

Oh, I'll never fuck a Polack any more,

Billy's father-in-law laughed and laughed at that, and he begged the quartet to sing the other Polish song he liked so much. So they sang a song from the Pennsylvania coal mines that began:

Me and Mike, ve vork in mine. Holy shit, ve have good time. Vunce a veek ve get our pay. Holy shit, no vork next day.

Speaking of people from Poland: Billy Pilgrim accidentally saw a Pole hanged in public, about three days after Billy got to Dresden. Billy just happened to be walking to work with some others shortly after sunrise, and they came to a gallows and a small crowd in front of a soccer stadium. The Pole was a farm laborer who

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having hurt an innocent bystander. "Nobody ever got it from Lazzaro," he said, "who didn't have it coming."

Poor old Edgar Derby, the high school teacher, got into the conversation now. He asked Lazzaro if he planned to feed the Blue Fairy Godmother clock springs and steak.

"Shit," said Lazzaro.

"He's a pretty big man," said Derby, who, of course, was a pretty big man himself.

"Size don't mean a thing."

"You're going to shoot him?"

"I'm gonna have h"n shot," said Lazzaro, "He'll get home after the war. He'll be a big hero. The dames lbe climbing all over him. He'll settle down. A couple of years!! go by. And then one day there'll be a knock on his door. He'll answer the door, and there'll be a stranger out there. The stranger!! ask him if he's so-and-so. When he says he is, the stranger!! say, Taul Lazzaro sent me.' And he'll pull out a gun and shoot his pecker off. The stranger!! let him think a couple of seconds about who Paul Lazzaro is and what life's gonna be like without a pecker. Then he'll shoot him once in the guts and walk away." So it goes.

Lazzaro said that he could have anybody in the world killed for a thousand dollars plus traveling expenses. He had a list in his head, he said.

Derby asked <u>him</u> who all was on the list, and Lazzaro said, "<u>Just make fucking sure you don't get</u> [140]

on it. Just don't cross me, that's all." There was a silence, and then he added, "And don't cross my friends."

"You have friends?" Derby wanted to know."In the tear?" said Lazzaro. "Yeah—I had a friend in the war. He's dead." So it goes. "That's too bad."

Lazzaro's eyes were twinkling again. "Yeah. He was my buddy on the boxcar. His name was Roland Weary. He died in my arms." Now he pointed to Billy with his one mobile hand. "He died on account of this silly cocksucker here. So I promised him I'd have this silly cocksucker shot after the war."

Lazzaro erased with his hand anything Billy Pil might be about to say. "Just forget about it, kid," said. "Enjoy Me while you can. Nothing's gonna happen for maybe five, ten, fifteen, twenty years. But lemme give you a piece of advice: Whenever the doorbell rings, have somebody else answer the door."

Billy Pilgrim says now that this really is the way he is going to die, too. As a time-traveler, he has seen his own death many times, has described it to a tape recorder. The tape is locked up with his will and some other valuables in his safe-deposit box at the llium Merchants National Bank and Trust, he says. I, Bitty Pilgrim, the tape begins, will die, have died, and always will die on February thirteenth, 1976.

At the time of his death, he says, he is in Chicago to address a large crowd on the subject of flying saucers and the true nature of time. His home is still in Hium.

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But it was too early in the evening for programs that allowed people with peculiar opinions 'to speak out. It was only a little after eight o'clock, so all the shows were about silliness or murder. So it goes.

Billy left his room, went down the slow elevator, walked over to Times Square, looked into the window of a tawdry bookstore. In the window were hundreds of books about fucking and buggery and murder, and a street guide to New York City, and a model of tha Statue of Liberty with a thermometer on it. Also in the window, speckled with soot and fly shit, were four paperback novels by Billy's friend, Kilgore Trout

The news of the day, meanwhile, was being written in a ribbon of lights on a building to Billy's back. The window reflected the news, It was about power and sports and anger and death. So it goes.

Billy went into the bookstore.

A sign in there said that adults only were allowed in the back. There were peep shows in the back that showed movies of young women and men with no clothes on. It cost a quarter to look into a machine for one minute. There were still photographs of naked young people for sale back there, too. You could take those home. The stills were a lot more Tralfamadorian than the movies, since you could look at them whenever you wanted to, and they wouldn't change. Twenty years in the future, those girls would still be young, would still be smiling or smoldering or simply looking stupid, with their legs wide open. Some of them were

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eating lollipops or bananas. They would still be eating those. And the peckers of the young men would still be semierect, and their muscles would be bulging like cannonballs.

But Billy Pilgrim wasn't beguiled by the back of the store. He was thrilled by the Kilgore Trout novels in the front. The titles were all new to him, or he thought they were. Now he opened one. It seemed all right for him to do that Everybody else in the store was pawing things. The name of the book was *The Big Board*. He got a few paragraphs into it, and then he realized that he *had* read it before—years ago, in the veterans* hospital. It was about an Earthling man and woman who were kidnapped by extra-terrestrials. They were put on display in a zoo on a, planet called Zircon-212.

These fictitious people in the zoo had a big board supposedly showing stock market quotations and commodity prices along one wall of their habitat, and a news ticker, and a telephone that was supposedly connected to a brokerage on Earth. The creatures on Zircon-212 told their captives that they had invested a million dollars for them back on Earth, and thaiwas up to the captives to manage it so that they wo

be fabulously wealthy when they were returned to Earth.

The telephone and the big board and the ticker were all fakes, of course. They were simply stimulants to make the Earthlings perform vividly for the crowds at the zoo—to make them jump up and down and

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Then poor old Derby made a speech. He thanked the Englishman for his good advice, said he meant to follow it exactly. He said he was sure that all the other Americans would do the same. He said that his primary responsibility now was to make <u>damn</u> well sure that everybody got home safely.

"Go take a flying fuck at a rolling doughnut," murmured Paul Lazzaro in his azure nest "Go take a flying fuck at the moon."

The temperature climbed startUngly that day. The noontime was balmy. The Germans brought soup and bread in two-wheeled carts which were pulled by Russians, The Englishman sent over real coffee and sugar and marmalade and cigarettes and cigars, and the doors of the theater were left open, so the warmth could get in.

The Americans began to feel much better, were able to hold

their food. And then it was time to go to Dresden. The

Americans marched fairly stylishly out of the British

compound. Billy Pilgrim again led the parade. He had silver boots now, and a mufi, and a piece of azure curtain which he wore Lice a toga. Billy still had a beard. So did poor old Edgar Derby, who was beside him. Derby was imagining letters to home, his lips working tremulously:

Dear Margaret—We are leaving for Dresden today. Don't worry. It witt never be bombed. It is an open city. There was an election at noon, and guess what? And so on.

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"About as happy as I was on Earth," said Billy Pilgrim, which was true.

There were five sexes on Tralfamadore, each of their performing a step necessary in the creation of a new individual. They looked identical to Billy—because their sex differences were all in the fourth dimension.

One of the biggest moral bombshells handed to Billy by the Tralfamadorians, incidentally, had to do with sex on Earth. They said their flying-saucer crews had identified no fewer than seven sexes on Earth, each essential to reproduction. Again: Billy couldn't possibly imagine what five of those seven sexes had to do with the making of a baby, since they were sexually active only in the fourth dimension.

The Tralfamadorians tried to give Billy clues that would help him imagine sex in the invisible dimension. <u>They told him that there could be no Earthling babies without male homosexuals</u>. There <u>could</u> be babies without female homosexuals. There <u>couldn'the babies without women over sixty-five years old</u>. There <u>couldn'the babies without men over sixty-five</u>, There <u>couldn'the babies without other babies who had lived an hour or less after birth.</u> And so on.

It was gibberish to Billy.

There was a lot that Billy said that was gibberish to the Tralfamadorians, too. They couldn't imagine what time looked like to him. Billy had given up on explaining that The guide outside had to explain as best he could.

Speak

A block of ice freezes our section of the bleachers. Heads snap in my direction with the sound of a hundred paparazzi cameras. I can't feel my fingers. I shake my head. Another girl chimes in. "My brother got arrested at that party. He got fired because of the arrest. I can't believe you did that. Asshole." You don't understand, my head voice answers. Too bad she can't hear it. My throat squeezes shut, as if two hands of black fingernails are clamped on my windpipe. I have worked so hard to forget every second of that stupid party, and here I am in the middle of a hostile crowd that hates me for what I had to do. I can't tell them what really happened. I can't even look at that part myself. An animal noise rustles in my stomach.

Heather moves to pat my pom-pom, but pulls her hand back. For a minute she looks like she'll defend me. No. no, she won't. It might interfere with her Plan. I close my eyes. Breathe breathe breathe. Don't say anything. Breathe. The cheerleaders cartwheel into the gym and bellow. The crowd stomps the bleachers and roars back. I put my head in my hands and scream to let out the animal noise and some of that night. No one hears. They are all quite spirited.

The band staggers through a song and the cheerleaders bounce. The Blue Devil mascot earns a standing ovation by back-flipping right into the principal. Principal Principal smiles and awshucks us. It has only been six weeks since the beginning of school. He still has a sense of humor. Finally, our own Devils hulk into the gym. The same boys who got detention in elementary school for beating the crap

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out of people are now rewarded for it. They call it football. The coach introduces the team. I can't tell them apart. Coach Disaster holds the microphone too close to his lips, so all we hear is the sound of his spitting and breathing. The girl behind me jams her knees into my back. They are as sharp as her fingernails. I inch forward in my seat and stare intently at the team. The girl with the arrested brother leans forward. As Heather shakes her pompoms, the girl yanks my hair. I almost climb up the back of the kid in front of me. He turns and gives me a dirty look. The coach finally hands the wet microphone back to the principal, who introduces us to our very own cheerleaders. They slide into synchronized splits and the crowd goes nuts. Our cheerleaders are much better at scoring than the football team is.

CHEERLEADERS

There are twelve of them: Jennie, Jen, Jenna, Ashley, Aubrey, Amber, Colleen, Kaitlin, Marcie, Donner, Blitzen, and Raven. Raven is the captain. Blondest of the blondes.

My parents didn't raise me to be religious. The closest we come to worship is the Trinity of Visa, MasterCard, and American Express. I think the Merryweather cheerleaders confuse me because 1 missed out on Sunday School. It has to be a miracle. There is no other explanation. How else could they sleep with the football team on Saturday night and be reincarnated as virginal goddesses on Monday? It's as if they

operate in two realities simultaneously. In one universe, they are gorgeous, straight-teethed, long-legged, wrapped in designer fashions, and given sports cars on their sixteenth birthdays. Teachers smile at them and grade them on the curve. They know the first names of the staff. They are the Pride of the Trojans. Oops—I mean Pride of the Blue Devils.

In Universe #2, they throw parties wild enough to attract college students. They worship the stink of Eau de Jocque. They rent beach houses in Cancun during Spring Break and get group-rate abortions before the prom.

But they are so cute. And they cheer on our boys, inciting them to violence and, we hope, victory. These are our role models—the Girls Who Have It All. I bet none of them ever stutter or screw up or feel like their brains are dissolving into marshmallow fluff. They all have beautiful lips, carefully outlined in red and polished to a shine.

When the pep rally ends. I am accidentally knocked down three rows of bleachers. If I ever form my own clan, we'll be the Anti-Cheerleaders. We will not sit in the bleachers. We will wander underneath them and commit mild acts of mayhem.

THE OPPOSITE OF INSPIRATION IS . . . EXPIRATION?

For a solid week, ever since the pep rally, I've been painting watercolors of trees that have been hit by lightning. I try to

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A NIGHT TO REMEMBER

I can't sleep after the game. Again, I spend a couple hours tuning AM radio to the weird bounces of night. I listen to jabber-jabber from Quebec, a farm report from Minnesota, and a country station in Nashville. I crawl out my window onto the porch roof and wrap myself in all my blankets.

A fat white seed sleeps in the sky.

Slush is frozen over. People say that winter lasts forever, but it's because they obsess over the thermometer. North in the mountains, the maple syrup is trickling. Brave geese punch through the thin ice left on the lake. Underground, pale seeds roll over in their sleep. Starting to get restless. Starting to dream green.

The moon looked closer back in August.

Rachel got us to the end-of-summer party, a cheerleader party, with beer and seniors and music. She blackmailed her brother. Jimmy, to drive us. We were all sleeping over at Rachel's house. Her mother thought Jimmy was taking us roller-skating.

It was at a farm a couple of miles from our development. The kegs were in the barn where the speakers were set up. Most people hung at the edge of the lights. They looked like models

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in a blue-jeans ad, thinthinthin, big lips, big earrings, white smiles. I felt like such a little kid.

Rachel found a way to fit in, of course. She knew a lot of people because of Jimmy. I tasted a beer, It was worse than cough medicine. I gulped it down. Another beer and one more, then I worried I would throw up. I walked out of the crowd, toward the woods. The moon shone on the leaves. I could see the lights, like stars strung in the pines. Somebody giggled, hidden beyond the dark, quiet boygirl whispers. I couldn't see them.

A step behind me. A senior. And then he was talking to me, flirting with me. This gorgeous cover-model guy. His hair was way better than mine, his every inch a tanned muscle, and he had straight white teeth. Flirting with me! Where was Rachel—she had to see this!

Greek God: "Where did you come from? You're too beautiful to hide in the dark. Come.dance with me."

He took my hand and pulled me close to him. I breathed in cologne and beer and something I couldn't identify. I fit in against his body perfectly, my head level with his shoulder. I was a little dizzy—I laid my cheek on his chest. He wrapped one arm around my back. His other hand slid down to my butt. I thought that was a little

rude, but my tongue was thick with beer and I couldn't figure out how to tell him to slow down. The music was sweet. This was what high school was supposed to feel like. Where was Rachel? She had to see

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He tilted my face up to his. He kissed me, man kiss, hard sweet and deep. Nearly knocked me off my feet, that kiss. And I thought for just a minute there that I had a boyfriend, I would start high school with a boyfriend, older and stronger and ready to watch out for me. He kissed me again. His teeth ground hard against my lips. It was hard to breathe.

A cloud cloaked the moon. Shadows looked like photo negatives.

"Do you want to?" he asked.

What did he say? I didn't answer. I didn't know. I didn't speak.

We were on the ground. When did that happen? "No." No 1 did not like this. I was on the ground and he was on top of me. My lips mumble something about leaving, about a friend who needs me, about my parents worrying. I can hear myself—I'm mumbling like a deranged drunk. His lips lock on mine and I can't say anything. I twist my head away. He is so heavy. There is a boulder on me. I open my mouth to breathe, to scream, and his hand covers it. In my head, my voice is as clear as a bell: "NO I DON'T WANT TO!" But I can't spit it out. I'm trying to remember how we got on the ground and where the moon went and wham! shirt up, shorts down, and the ground smells wet and dark and NO!—I'm not really here, I'm definitely back at Rachel's, crimping my hair and gluing on fake nails, and he smells like beer and mean and he hurts me hurts me hurts me and gets up

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I don't know what to do with the comforter. It's really too ratty to take home. I should have gone to my locker first and gotten my backpack—I forgot about the books that are in here. I fold the comforter and set it on the floor, turn out the light, and head out the door for my locker. Somebody slams into my chest and knocks me back into the closet. The light flicks on and the door closes.

I am trapped with Andy Evans.

He stares at me without talking. He is not as tall as my memories, but is still loathsome. The lightbulb throws shadows under his eyes. He is made out of slabs of stone and gives off a smell that makes me afraid I'll wet my pants. He cracks his knuckles. His hands are enormous.

Andy Beast: "You have a big mouth, you know it? Rachel blew me off at the prom, giving me some bullshit story about how I raped you. You know that's a lie. I never raped anybody. I don't have to. You wanted it just as bad as I did. But your feelings got hurt, so you started spreading lies, and now every girl in school is talking about me like I'm some kind of pervert. You've been spreading that bullshit story for weeks. What's wrong, uglv. you jealous? Can't get a date?"

The words fall like nails on the floor, hard, pointed, I try to walk around him. He blocks my way, "Oh, no. You're not going anywhere. You really serewed things up for me." He reaches behind and locks the door. Click.

Me:

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"You are one strange bitch, know that? A freak. I can't believe anyone listened to you." He grabs my wrists. I try to pull them back and he squeezes so tight it feels like my bones are splintering. He pins me against the closed door. Maya An-gelou looks at me. She tells me to make some noise. I open my mouth and take a deep breath.

Beast: "You're not going to scream. You didn't scream before. You liked it. You're jealous that I took out your friend and not you. I think I know what you want."

His mouth is on my face. I twist my head. His lips are wet, his teeth knock against my cheekbone. I pull my arms again and he slams his body against mine. I have no legs, My heart wobbles. His teeth are on my neck. The only sound I can make is a whimper. He fumbles to hold both my wrists in one hand. He wants a free hand. I remember I remember. Metal hands, hot knife hands.

No. A sound explodes from me, "NNNOOO!!!"

I follow the sound, pushing off the wall, pushing Andy Evans off-balance, stumbling into the broken sink. He curses and turns, his first coming, coming. An explosion in my head and blood in my mouth. He hit me. I scream, scream. Why aren't the walls falling? I'm screaming loud enough to make the whole school crumble. I grab for anything, my potpourri

bowl—I throw it at him, it bounces to the floor. My books. He swears again. The door is locked the door is locked. He grabs me, pulls me away from the door, one hand over my mouth, one hand around my throat. He leans me against the sink. My fists mean nothing to him, little rabbit paws thumping harmlessly. His body crushes me.

My fingers wave overhead, looking for a branch, a limb, something to hang on to. A block of wood—the base of my turkey-bone sculpture. I slam it against Maya's poster, I hear a crunch. IT doesn't hear, IT breathes like a dragon. ITs hand leaves my throat, attacks my body. I hit the wood against the poster, and the mirror under it, again.

Shards of glass slip down the wall and into the sink. IT pulls away from me, puzzled. I reach in and wrap my fingers around a triangle of glass. I hold it to Andy Evans's neck. He freezes. I push just hard enough to raise one drop of blood. He raises his arms over his head. My hand quivers. I want to insert the glass all the way through his throat, I want to hear him scream. I look up. I see the stubble on his chin. a fleck of white in the corner of his mouth. His lips are paralyzed. He cannot speak. That's good enough.

Me: "I said no."

He nods. Someone is pounding on the door. I unlock it, and the door swings open. Nicole is there, along with the lacrosse team—sweaty, angry, their sticks held high. Someone peels off and runs for help.

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Twenty Boy Summer

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Jake calls for Eddie to join him at the helm of the side door, which is now flat and horizontal atop two barstools, six red cups arranged in triangles at each end.

"Girls rule!" She raises her hand up for a high five. I slap her palm and take a chug of beer.

"You two are about to get housed," Jake says, but not before coming back to our side of the door to kiss Frankie one last time before the big game, eliciting a cacophony of catcalls from the fans on the sidelines.

Jake returns to home field and bounces a ball in Frankie's direction, missing completely, finishing out his turn with an overdrawn pout.

Frankie returns, surprising me as she sinks her first shot in the lead cup right in front of Eddie. He dips his fingers in to remove the ball and downs the beer.

I turn to her and stare, unable to hide my shock, "Practice, or magic?" I ask,

"I've played a few times, Anna. Remember the parties?"

"Not exactly." I must have been in the bathroom during that part of the nonexistent parties, hiding out from the vomiting hot girl while Frankie completed her beer pong apprenticeship.

The game lasts about ten minutes. Thanks to a strange combination of Frankie's dead-on skill at sinking Ping-Pong balls into cups of beer and Jake's distraction over Frankie's boobs bubbling out the top of her camisole, we win.

Unfortunately, the celebration is short-lived. Our championship title is yanked ruthlessly from beneath our overconfident feet during round two. <u>Jake and Eddie sink every ball, forcing us to chug in record time.</u>

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"Anna, you're up," Frankie says.

"Sorry, guys." Sam takes the beer from my hand and sets it on the table, "I'm kidnapping your MVP. She needs a time-out."

I smile and wave to Frankie as she disappears into another match. Sam navigates us through the mob in the house, which has become even more tangled in the last hour. Lots of people are still dancing, while others are strewn across various couches and floor space, some laughing, others making out, a web of arms and legs and pedicured toes with tiny silver rings.

We make our way outside, past the pool, and across the lawn. The backyard is packed but not as noisy. Surprisingly, no one is on the steps that lead down to the beach, and no one seems to be *on* the beach, either.

We sit on the bottom step listening to the ocean, my legs outstretched and draped over Sam's. In the dark, reflected only by the near-full moon overhead, the water is black and frothy like licorice soup. As we sit in silence, the party noise fades behind us and I start to regain some of the brain cells I sacrificed during beer pong.

"It's weird," Sam finally says, one hand rubbing my bare (and thankfully shaved) leg. "I've lived here my whole life, but I never stop being amazed at how different the water looks at night."

I squint and try to see beyond the immediate shoreline, past where the waves crest and foam and crash against the sand. Everything is black. If I try to walk in the water beyond the moon's sheen on the surface, I'll drop right off the earth into outer space.

"I know what you mean," I say. "I've only been here a couple weeks and already I can't imagine not waking up to this."

It's the first time I've allowed myself to go beyond the happy bubble of our vacation, beyond our lazy days on the beach and se-

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around another girl, both in bikini tops and shorts, interviewing her companion for the camera about the loss of her clothing.

"Hevyyyyv." she says when she sees me. stumbling from her perch in front of the door-slash-table.
"Look who's back!"

"Frankie, where's your shirt?" I ask.

"I lost it in strip beer pong." She speaks slowly, making an exaggerated frown.

"Sounds like this game went downhill fast." Sam says, coming in behind me.

"Hey, look who showed up!" <u>Jake comes in from one of the mysterious corridors of the house with a bottle of Jagermeister.</u> "Who wants to do a belly shot?"

"Off your hairy gut?" Sam asks. "No thanks."

"No. silly!" Frankie hops off the stool and nearly drags down the other beer pong shirt-loser in the process. "Me and Lisa — I mean Leah — are the shot glasses."

"Right," Sam says. "Anyway, no thanks."

"More for us!" Jake pulls Frankie back to her spot on the table next to Lisa/Leah, who still hasn't said more than two words but releases a dopey giggle whenever Frankie speaks or moves and, for the record, looks like she's about Katie's age — not that it matters to Jake.

I don't know how long it will take us to get to the Vista or how long we'll hang out, so I tell Frankie not to wait up. After confirming that Jake is planning to stay the night with her, I hug her goodbye and ask her not to drink any more unless she wants to spend the whole next day throwing up.

"Don't worry, Mom," she says, leaning her whole body against mine from her position in front of the door-slash-table. "I won't.

Sam, whose wild green eyes are on me like his hands, searching and finding, hot and intense.

Sam, whose skin tastes like salt and summer.

Sam, whose last name is — a total mystery.

"Wait!" I pull away from him as he fumbles with the ties on my bikini top. "I just realized that we don't know each other's last names. Mine's Reiley." I look at him with a sense of urgency, as though this new piece of information will sway the forward momentum of this crazy night.

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He laughs. "Macintosh."

"Like the apple?" I ask.

"Like the computer."

"Same thing, right?"

"Um, Anna?"

"Yeah?"

"No more talking." He smiles.
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"Okay," I whisper, running my fingers along his lower lip. My mind is racing faster than my heart, but I'm not sure how to stop it. I don't want to stop it. I want to devour everything about him. I want to taste his mouth and smell his shampoo and then die with this memory, immediate and swift, before anything can take it away.

He moves close to kiss me again, but I push my hand against his chest. "Sam, I mean, it's okay. Do you have something?" I wait for the glimmer of recognition to rise on his face.

"Yeah." he says, nodding and reaching for his sweatshirt beside me. I hear the crinkling of paper as he tears open the condom.

"Are you sure?" he asks.

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"Yes."

Sam kisses me hard, breathing through his nose as he unzips, unties, unbuttons, and pulls our clothes down, kissing my stomach as he goes. His mouth moves slowly back to my lips, murmuring softly as I wrap my legs around him and pull him inside.

It doesn't hurt exactly — it's just kind of — strange. At first 1 hold my breath, my shorts and bikini bottoms clinging limply around one of my ankles like they didn't run off in time and now have to sit through the whole act without making any noise, lest they be discovered.

Sam tangles his hands up in my hair, pushing back and forth against my body like the waves in front of us. I sense his rhythm and relax as my shoulders and hips dig trenches in the sand beneath our blanket. Through the silk of his hair, I watch the low, orange moon, tasting the salt of his skin on my mouth, breathing hard, waiting for the stars to fall down around us.

But they don't fall.

They just fade, looking on in silence, lingering over the rushing waves until Sam disentangles from my body and I sit up, pulling my clothes back on.

The sparkle of the night sky pales with the receding tide, evaporating in the pink dawn along with the albatross I've at long last abandoned.

Somehow, I don't feel any different than I felt in front of the mirror back at the party. I'm not older. I'm not smarter. Nothing in the murky waters of my life has been suddenly clarified or demystified now that I'm a member of the secret club.

Sam lies with his eyes closed, arms crossed over his chest. "Stay

with me, Anna Reiley," he whispers sleepily, smiling. I reach down and touch his stomach with light fingers.

"I'm just going to rinse my feet off. I'll be right back." I hook my flip-flops through one finger and walk barefoot to the edge of the water, my unbuttoned jean shorts slung loose over my bikini bottoms. Clumped with sand, the fringe clings to my thighs like wet spiderwebs.

1 let the water lick my feet and wait for a sign that I'll be okay, that what I did is okay, that everything is okay. I look out over the licorice-soup ocean and wait.

The waves whisper against the shore as they have all night, knowing and ancient and unchanged.

The sand and the vanishing moon and the hotel beach umbrellas closed like flowers at dusk sit still, unaltered, unaffected.

The sea surges forward over my toes, only to recede, her opalescent slick on the sand evaporating instantly.

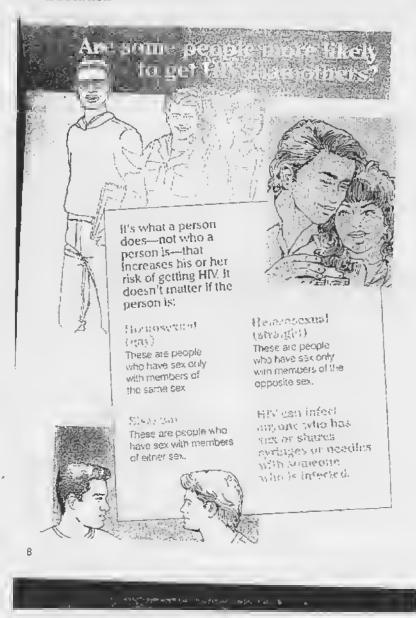
I took the magic pill, and now it's done.

I rinse my hands in the water and turn back toward Sam. It must be after five. He's sitting up now, watching me with his hazy green eyes, shivering and smiling.

"What?" I ask, digging in the sand with my toe, hiding my own smile.

"Don't move. Anna Reiley," he says. "Right now, everything is perfect."

Sex Education



Yes! When used properly, a latex conoran helps protect both partners.



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17

Should books have ratings like movies to warn parents about inappropriate content?

http://www.helium.com/items/I4I4778-book-ratings

by Travis King

Hm... let's sec... I'm 16 years old and really love to write. I recently discovered that I'm quite good at writing poetry (if I can trust my family, friends and classmates, that is). I'm also trying to write more short stories. And... that's about it, I suppose.

Imagine picking up a book that you thought your child would like, giving it to them, and later finding out that it had violent and sexual content in it that you really wouldn't have wanted your child to be exposed to. This is the problem with many books: you can't always tell what's on the inside by the picture on the cover or the description on the back. Why don't books have ratings or warnings about inappropriate content to ward off innocent readers? It works for movies; many parents have a set movie rating that their child can watch up to; for example: your ten-year-old can't watch anything over PG, but your I3-year-old can watch anything up to PG-13. There could be equal systems for books; parents could only buy books for their children that were rated G or had no violence. language, or sexual content warnings.

Many people are so worried about censorship (what if "they" start banning books that "they" don't like?), when really the problem is just that people want to know what kind of book they're buying. I wouldn't like it if I had to be 18 to check out books with a certain rating from the library, but I would like to know if there's anything in the book that I don't want to read about. Yes, parents should teach their children to be discerning in what they read, and make wise choices, but as in the example we began with, sometimes parents can be deceived by a book's cover.

So really, that's what book ratings would do: prevent pretty book covers from influencing people to buy books that they wouldn't like anyway. They could look at the rating on the back to see if it had inappropriate content and if they didn't want to read it they would know that they should not buy it. It might result in slightly fewer book sales, yes, but it would result in more satisfied readers. And the fewer book reviews that say, "I bought this book because I thought my kid would like it but I had no idea...", the more books the publishers will probably sell.

Perhaps the rating system could be a simple notice on the back cover that "This book contains violence and language", or there could be a letter rating system as there is for movies and video games. Whatever the form, as a type of entertainment that is has as much potential to be as inappropriate and offensive as movies and video games, books with explicit content need to be just that: explicit. No more deceptive books. If a book has content that is potentially inappropriate for children, parents (and the children, for that matter) should be aware.

Four Corners Writer's Group

http://writersof4corners.blogspot.com/2010/09/are-book-ratings-for-mg-and-ya-books.html

Are Book Ratings for MG and YA Books Censorship, or Just Another Tool in a Parent's Belt?

Posted by Heidi Willis

I ran across a blog post by Nathan Bransford last week that got me thinking. In it, he quoted from another post by a woman named Sheryl Cotleur who raised the issue of violence in young adult books. In particular, she referred to the latest book in the Hunger Games Trilogy by Suzanne Collins.

I have to preface the rest of this with saying that I haven't read the Hunger Games books yet. I have the first two, but somehow always find other things that top my list. I'm not a YA author, so the types of books that pique my interest aren't usually YA. So while I haven't read the books, I'm not able to speak specifically towards the appropriateness of the violence in them for younger readers.

What the remarks by both Sheryl and Nathan did make me think about was the broader subject of what's appropriate for young adult, and even middle grade and children's books. I've been thinking about this for a while now, my own son and daughter entering the age and reading ability that brings them into the YA realm. And having read some of these books, let me say it scares me.

I freely admit to being restrictive to what my kids have seen in movies and read in books. I'm sure you'll find it shocking that I was uncomfortable with the "torture" sequences in the Pixar film "The Incredibles." I'm not one of the parents who think their child is going to be exposed to sex and violence and language and alcohol in the world around them so why protect them. I protect them so that they are shielded from that for as long as possible. There will be a whole lifetime ahead of them to be exposed to those things. And being exposed is very different from presenting it to them as acceptable. I don't care what the world around us says: sex and drinking and cursing are not appropriate for a 12 year old, let alone a ten year old. At least not for my kids.

Finding language in a book aimed at kids that would make a movie rated R disturbs me. I've read other blogs and the litany of comments over the last year, so I know this puts me in a minority. I know YA authors find parents like me unreasonable and idiotic. Last year I sat down with a stack of YA books I hoped my daughter would be interested in reading in the next few years, and I was dumbstruck by the amount of casual sex in it. It wasn't even like Forever, the Judy Bloom book that is entirely about sex, which treats it as something big and significant to dive into. This was total casual sex. By fourteen year olds. In books aimed at 12-16 year olds.

In my own little perfect world books aimed at kids under the age of 16 wouldn't have any of this. but I know this isn't realistic. There are enough people out there yelling about the rights of authors to write what they want, and for kids to read what they want, that I'm fairly sure the tides are not going to turn back towards innocence.

Still, why not a rating system for books? If authors insist on writing with certain amounts of violence or language or other material that parents might object to, and parents continue to object (which there actually are some of us). why not just rate the books the same way music and movies and video games are rated? That way a parent – or a teen, even, as I do know some that don't want that in the books they read – can make decisions before they choose.

I know this is controversial. I've googled "book rating systems." Go ahead and try it. It's vicious out there. People think it's tantamount to censorship. They think books are already adequately labeled just by putting them in the middle grade or YA category (which I can promise, by reading hundreds of these books, does not mean they are clean of what might concern some parents). I've read many, many of these articles and arguments, not a single one of which addresses the real concern of parents and teens, or does so in a way which dignifies their point of view. There's not a single argument against the rating system that I could find that I couldn't logically rebut.

I suppose there's a part of me that's flummoxed why authors would be so angry about this. Is it because they don't want parents to know what's in their books? Is it because they're afraid they'd lose readership? Is it because the surprise of finding questionable content and the resulting outcry generates free publicity for them? If an author truly thinks sex and language and alcohol use among teens is common and unremarkable, why should it bother them if that's listed on the book cover?

As for the violence in the Hunger Games that started this discussion on Nathan's blog, I think it's still a matter of content and context and information. The holocaust is a horrific event that would no doubt draw a less-than-G rating, but even so there are middle grade books that address the topic gently and carefully which even cautious parents would consider. The point is that in knowing what's in the book, those parents who care can use those books as springboards for discussion and kids with squeamish stomachs can choose something else.

It's not about censorship; it's about being able to make informed decisions. I remember when the music industry first began dealing with ratings, and there was an uproar then. Now... who cares about it? There are still 5-year-olds out there listening to rap music with language that would make a sailor blush. That's their parent's choice. And parents who choose otherwise, choose something else. Is that so bad?

So my question is this: What's your opinion on a book rating system for middle grade and YA? And do you think it would change the way writers write?



What Each Rating Means



GENERAL AUDIENCES

ALL AGES ADMITTED

G - General Audiences. All Ages

Idmitted. A A G-rated motion picture contains nothing in theme, language, nudity sexticlence or other matters that, in the view of the Rating Board, would offend parents whose younger children view the motion picture. The G rating is not a "certificate of pproval," nor does it signify a "children's" motion picture. Some snippets of language ay go beyond polite conversation but they are common everyday expressions. No stronger words are present in G-rated motion pictures. Depictions of violence are ininimal. No mudity, sex scenes or drug use are present in the motion picture.

PG PARENTAL GUIDANCE SUGGESTED

SOME MATERIAL MAY NOT BE SUITABLE FOR CHILDREN

PG - Parental Guidance Suggested.

Some Material May Not Be Suitable For Children. A PG-rated motion picture should be investigated by parents before they let their younger children attend. The PG rating indicates, in the view of the Rating Board, that parents may consider some material emsuitable for their children, and parents should make that decision. The more mature themes in some PG-rated motion pictures may call for parental guidance. There may be some profanity and some depictions of violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is no drug use content in a PG-rated motion bicture.

PG-13 PAFENTS STRONGLY CAUTIONED

SHE MATERIAL WAYBE INAPPROPRIATE FOR CHILDREN UNDER 13 PG-13 - Parents Strongly Cautioned. ome Material May Be Inappropriate For Children Under 13. A PG-13 rating is a terner warning by the Rating Board to parents to determine whether their children under ige 13 should view the motion picture, as some material might not be suited for them. A G-13 motion picture may go beyond the PG rating in theme, violence, midity, ensuality, language, adult activities or other elements, but does not reach the restricted R ategory. The theme of the motion picture by itself will not result in a rating greater than PG-13, although depictions of activities related to a mature theme may result in a estricted rating for the motion picture. Any drug use will initially require at least a PG-PG-13 rated motion picture generally will not be sexually oriented. There may be depictions of violence in a PG-13 movie, but generally not both realistic and extreme or persistent violence. A motion picture's single use of one of the harsher sexually-derived words, though only as an expletive, initially requires at least a PG-13 rating. More than one such expletive requires an R rating, as must even one of those words used in a sexual context. The Rating Board nevertheless may rate such a motion picture PG-13 if, based on a special vote by a two-thirds majority, the Raters feel that most American parents would believe that a PG-13 rating is appropriate because of the context or manner in which the words are used or because the use of those words in the motion picture is

RESTRICTED

ENDER 17 REQUIRES ACCOMPANYING PARENT OR ACHET GRANGER | R — Restricted. Children Under 17 Require Accompanying Parent or Adult Guardian. An R-raied motion picture, in the lew of the Rating Board, contains some adult material. An R-rated motion picture may include adult themes, adult activity, hard language, intense or persistent violence. ake this rating very seriously. Children under 17 are not allowed to attend R-rated motion pictures unaccompanied by a parent or adult guardian. Parents are strongly urged a find out more about R-rated motion pictures in determining their suitability for their hildren. Generally, it is not appropriate for parents to bring their young children with

NC-17

NO ONE 17 AND UNDER ADMITTED

NC-17 - No One 17 and Under

Admitted. An NC-17 rated motion picture is one that, in the view of the Rating Board, most parents would consider patently too adult for their children 17 and under. No hildren will be admitted. NC-17 does not mean "obscene" or "pornographic" in the common or legal meaning of those words, and should not be construed as a negative judgment in any sense. The rating simply signals that the content is appropriate only for an adult audience. An NC-17 rating can be based on violence, sex, aberrational behavior, drug abuse or any other element that most parents would consider too strong and therefore off-limits for viewing by their children.

(E)(D)



Game Ratings & Descriptor Guide

The Entertainment Software Rating Board (ESRB) ratings are designed to provide concise and impartial information about the content in computer and video games so consumers, especially parents, can make an Informed purchase decision. ESRB ratings have two equal parts: rating.symbols

(http://www.esrb.org/ratings/ratings_guide.jsp#rating_symbols) suggest age appropriateness for the game and <u>content descriptors</u>

(http://www.esrb.org/ratings/ratings_guide.jsp#descriptors) indicate elements in a game that may have triggered a particular rating and/or may be of interest or concern.

To take full advantage of the ESRB rating system, it's important to check both the rating symbol (on the front of the box) and the content descriptors (on the back).



ESRB Rating Symbols



EARLY CHILDHOOD

Titles rated EC (Early Childhood) have content that may be suitable for ages 3 and older. Contains no material that parents would find inappropriate.



EVERYONE

Titles rated **E (Everyone)** have content that may be suitable for ages 6 and older. Titles in this category may contain minimal cartoon, fantasy or mild violence and/or Infrequent use of mild language.



EVERYONE 10+

Titles rated E10+ (Everyone 10 and older) have content that may be suitable for ages 10 and older. Titles in this category may contain more cartoon, fantasy or mild violence, mild language and/or minimal suggestive themes.



TEEN

Titles rated T (Teen) have content that may be sultable for ages 13 and older. Titles in this category may contain violence, suggestive themes, crude humor, minimal blood, simulated gambling, and/or infrequent use of strong language.



MATURE

Titles rated **M (Mature)** have content that may be suitable for persons ages 17 and older. Titles in this category may contain intense violence, blood and gore, sexual content and/or strong language.

ADULTS ONLY

Titles rated **AO** (**Adults Only**) have content that should only be played by persons 18 years and older. Titles in this category may include prolonged scenes of intense violence and/or graphic sexual content and nudity.

RATING PENDING

Titles listed as **RP (Rating Pending)** have been submitted to the ESRB and are awaiting final rating. (This symbol appears only in advertising prior to a game's release.)

ESRB Content Descriptors

Alcohol Reference - Reference to and/or images of alcoholic beverages

Animated Blood - Discolored and/or unrealistic depictions of blood

Blood - Depictions of blood

Blood and Gore - Depictions of blood or the mutilation of body parts

Cartoon Violence - Violent actions involving cartoon-like situations and characters. May include violence where a character is unharmed after the action has been inflicted.

Comic Mischief - Depictions or dialogue Involving slapstick or suggestive humor

Crude Humor - Depictions or dialogue Involving vulgar antics, including "bathroom" humor

Drug Reference - Reference to and/or Images of illegal drugs

Fantasy Violence - Violent actions of a fantasy nature, involving human or non-human characters in situations easily distinguishable from real life

Intense Violence - Graphic and realistic-looking depictions of physical conflict. May involve extreme and/or realistic blood, gore, weapons and depictions of human injury and death

Language - Mild to moderate use of profanity

Lyrics - Mild references to profanity, sexuality, violence, alcohol or drug use in music

Mature Humor - Depictions or dialogue involving "adult" humor, including sexual references

Nudity - Graphic or prolonged depictions of nudity

Partial Nudity - Brief and/or mild depictions of nudity

Real Gambling · Player can gamble, including betting or wagering real cash or currency

Sexual Content - Non-explicit depictions of sexual behavior, possibly including partial audity

Sexual Themes - References to sex or sexuality

Sexual Violence - Depictions of rape or other violent sexual acts

Simulated Gambling - Player can gamble without betting or wagering real cash or currency

Strong Language - Explicit and/or frequent use of profanity

Strong Lyrics · Explicit and/or frequent references to profanity, sex, violence, alcohol or drug use in music

Strong Sexual Content - Explicit and/or frequent depictions of sexual behavior, possibly including mudity

Suggestive Themes - Mild provocative references or materials

Tobacco Reference - Reference to and/or images of tobacco products

Use of Drugs - The consumption or use of illegal drugs

Use of Alcohol - The consumption of alcoholic beverages

Use of Tobacco · The consumption of tobacco products

Violence - Scenes involving aggressive conflict. May contain bloodless dismemberment

Violent References - References to violent acts

NOTE:

When a content descriptor is preceded by the term "Mild," It is intended to convey low frequency, intensity or severity of the content it modifies.

Content descriptors are not intended to be a listing of every type of content one might encounter in the course of playing a game. For more detail about how ESRB assigns content descriptors, <u>click here</u> (http://www.esrb.org/ratings/faq.jsp#12), or to learn how to access ESRB rating summaries for detailed descriptions and specific examples of game content, <u>click here</u> (http://www.esrb.org/ratingsummaries/).

Online Rating Notice

Online-enabled games carry the notice "Dnline Interactions Not Rated by the ESRB." This notice warns those who intend to play the game online about possible exposure to chat (text, audio, video) or other types of content created by other players (e.g., maps, skins) that have not been considered in the ESRB rating assignment.

For more helpful tips and resources, click here (http://www.esrb.org/about/resources.jsp)

About Entertainment Software Rating Board (ESRB)

The Entertainment Software Rating Board (ESRB) is a self-regulatory body established in 1994 by the Entertainment Software Association (ESA). ESRB independently applies and enforces ratings, advertising guidelines, and online privacy principles adopted by the industry.



UNDERSTANDING THE TV RATINGS

Audience: Indicates the audience for which a television program is appropriate

Content Label: indicates a show may contain higher levels of violence, sex,

adult language, or suggestive dialogue

The Content Labels

TV Parental Guidelines may have one or more letters added to the basic rating to let parents know when a show may contain violence, sex, adult language or suggestive dialogue

D - suggestive dialogue (usually means talks about sex)

L - coarse or crude language

5 - sexual situations

V - violence

FV - fantasy violence (children's programming only)



All Children

This program is designed to be appropriate for all children. Whether animated or live-action, the themes and elements in this program are specifically designed for a very young audience, including children from ages 2-6. This program is not expected to frighten younger children.





Directed to Older Children - Fantasy Violence

For those programs where fanlasy violence may be more intense or more combative than other programs in this category, such programs will be designated TV-Y7-FV.



General Audience

Most parents would find this program suitable for all ages. Although this rating does not signify a program designed specifically for children, most parents may let younger children watch this program unattended. It contains little or no violence, no strong language and little or no sexual dialogue or situations.



Parental Guidance Suggested

This program contains material that parents may find unsuitable for younger children. Many parents may want to watch it with their younger children. The theme itself may call for parental guidance and/or the program may contain one or more of the following: some suggestive dialogue (D), infrequent coarse language (L), some sexual situations (S), or moderate violence (V).



Parents Strongly Cautioned

This program contains some material that many parents would find unsuitable for children under 14 years of age. Parents are strongly urged to exercise greater care in monitoring this program and are cautioned against letting children under the age of 14 watch unattended. This program may contain one or more of the following: Intensely suggestive dialogue (D), strong coarse language (L), intense sexual situations (S), or intense violence (V).



Mature Audience Only

This program is specifically designed to be viewed by adults and therefore may be unsuitable for children under 17. This program may contain one or more of the following: crude indecent language (L), explicit sexual activity (S), or graphic violence (V).











BOOK STANDARDS

GENERAL COMMENTS

- ► These standards apply to all books and reading materials that are a part of the board of education approved curriculum.
 - · Required readings
 - Materials read aloud by a teacher
 - Independent student selections
 - Library resources
- ► The value and impact of any instructional material will be judged as a whole, taking into account the purpose of the material.
- Students wishing to read materials that fall outside of the standards set for his/her given grade level (i.e., selecting a book for independent reading) must have signed parent permission in order to do so.
- Parents who disagree with a book approved by the board of education that meets the defined standards below may opt their child out of the assigned reading. Said child will be assigned a comparable, alternative reading assignment.

A. ELEMENTARY STANDARDS

All reading materials for elementary aged children will be appropriate for readers of all ages. All elementary school reading materials will meet the standards defined below.

- 1. Language
 - Minimal profanity will be present.
 - · Mild, crude humor is infrequently used.
- 2. Violence
 - Depictions of mild violence are minimal.
 - No promotion or sensationalism of violence use exists.
- 3. Sexuality
 - No sexual content exists.
- 4. Drugs, Alcohol, and Tobacco
 - References to drugs/alcohol/tobacco may be presented in realistic situations.
 - No promotion or sensationalism of drugs/alcohol/tobacco use exists.

B. MIDDLE SCHOOL STANDARDS

All reading materials for middle school aged children will be appropriate for readers ages 11-13. Some materials may be inappropriate for young children. All middle school reading materials will meet the standards defined below.

I. Language

- Mild language is infrequently used.
- Some crude humor may be present.

2. Violence

- Some depictions of violence may be present.
- · No promotion or sensationalism of violence use exists.

3. Sexuality

- · Minimal sexual content may be presented in realistic situations.
- No promotion or sensationalism of sexual promiscuity exists.

4. Drugs, Alcohol, and Tobacco

- References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

C. HIGH SCHOOL STANDARDS

All reading materials for high school aged children will be appropriate for readers ages 14-17. Some materials may be inappropriate for children under 14. All high school reading materials will meet the standards defined below.

1. Language

- Moderate language may be present.
- Minimal use of mature humor and suggestive themes may be present.

2. Violence

- · Some depictions of intense violence may be present.
- No promotion or sensationalism of violence use exists.

Sexuality

- References to sexual themes presented in realistic situations are minimal.
- · No promotion or sensationalism of sexual promiscuity exists.

4. Drugs, Alcohol, and Tobacco

- References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

D. DEFINITIONS

- ▶ Blood Depictions of blood
- Crude Humor Depictions or dialogue involving vulgar antics
- ► Intense Violence Realistic depictions of physical conflict and violent acts which may describe human injury and death
- ► Language Mild to moderate use of profanity
- ► Mature Humor Depictions or dialogue involving "adult" humor
- ► Sexual Content Non-explicit depictions of sexual behavior
- ► Sexual Themes References to sex or sexuality
- ► Sexual Violence Depictions of rape or other violent sexual acts
- ► Suggestive Themes Mild, provocative references
- Use of Drugs The consumption or use of illegal drugs
- ► Use of Alcohol The consumption of alcoholic beverages
- ► Use of Tobacco The consumption of tobacco products
- ► Violence Scenes involving mild to moderate aggressive conflicts



Monday, July 25, 2011 Regular Board Meeting

Executive Session 6:00 P.M. Regular Session 7:00 P.M. Republic Schools Central Office 518 N. Hampton Republic, MO 65738

1. Action Items

Subject 1.01 Call to Order

Jul 25, 2011 - Regular Board Meeting Meeting

1. Action Items Category

Type Information

The board president will call the meeting to order.

Subject 1.02 Adjourn to Executive Session

Meeting Jul 25, 2011 - Regular Board Meeting

Category 1. Action Items

Type Action

Recommended The board president recommends meeting in closed session according to Section 610.021,

Action Subsection 13, for the discussion of matters related to individually identifiable records, legal

actions or litigation, and the purchase of real estate at TIME.

The board will meet in closed session to discuss matters protected by Missouri statute.

Subject 1.03 Adjourn Executive Session and Reconvene in Open Session

Meeting Jul 25, 2011 - Regular Board Meeting

Category 1. Action Items

Action Type

Recommended The board president recommends adjourning the closed session at TIME and reconvene in

Action open session at TIME.

The board will adjourn the closed session and reconvene in open session.

Subject 1.04 Adoption of Agenda

Meeting Jul 25, 2011 - Regular Board Meeting

Category 1. Action Items

Type Action

Recommended The board president recommends adopting the agenda as presented.

Action

The board will adopt the agenda for the board meeting.

Subject

1.0S Consent Agenda

Meeting

Jul 25, 2011 - Regular Board Meeting

Category

1. Action Items

Type

Action (Consent), Minutes

Recommended

The superintendent recommends approving the consent agenda as presented.

Action

Minutes

View Minutes for Jun 20, 2011 - Regular Board Meeting

Consent agenda items are listed below. These items are considered routine and will be voted upon with a single

motion.

1. Job Descriptions

Central Office Secretary/Accounts Payable	Bookkeeper
central office secretary accounts payable.pdf (8 KB)	central office secretary bookkeeper.pdf (8 KB)

2. Employee Handbook

Employee Handbook 2011-2012.pdf (292 KB)

File Attachments

central office secretary bookkeeper.pdf (8 KB)

central office secretary accounts payable.pdf (8 KB)

Employée Handbook 2011-2012.pdf (292 KB)

2. Report Items

Subject

2.01 MSBA Delegate

Meeting

Jul 25, 2011 - Regular Board Meeting

Category

2. Report Items

Type

Report

Denny Lawson, MSBA Delegate, will give a report on statewide educational issues.

File Attachments

MSBA Report (July 25, 2011).pdf (49 KB)

Subject

2.02 Administrative Team

Meeting

Jul 25, 2011 - Regular Board Meeting

Category

2. Report Items

Type

Report

Most of the administrative team members will not be submitting reports during the summer months. The only reports that have been included are from the assistant superintendent and superintendent.

District Reports

Assistant Superintendent	Superintendent
Vicki Neal 072511.pdf (12 KB)	July 25, 2011.pdf (29 KB)
	Academic Spotlight (2011-2012).pdf (24 KB)

File Attachments

July 25, 2011.pdf (29 KB)

Academic Spotlight (2011-2012).pdf (24 KB)

Vicki Neal 072511.pdf (12 KB)

Subject 2.03 Construction

Meeting Jul 25, 2011 - Regular Board Meeting

Category 2. Report Items

Type Report

Brent Stevens, district architect from H Design Group, will give a brief report on work being done to finish the high school project.

3. Action Items

Subject 3.01 Master Plan

Meeting Jul 25, 2011 - Regular Board Meeting

Category 3. Action Items

Type Action

Recommended A recommendation will be forthcoming.

Action

Brent Stevens, district architect from H Design Group, will distribute copies of the master plan on Monday night. This document will summarize the work that has been completed by the board and administrative team on capital needs in the district. If the board is prepared to do so, this plan can be adopted.

File Attachments

11-07-20 Republic Schools Masterplan.pdf (11,439 KB)

Subject 3.02 Instructional Coach Position

Meeting Jul 25, 2011 - Regular Board Meeting

Category 3. Action Items

Type Action

Recommended The superintendent recommends approval of the new position. Action

Our school district receives federal funds through the Elementary and Secondary Education Act (ESEA). The ESEA was first passed in 1965, becoming the US Department of Education's primary funding vehicle for providing resources to schools in the nation. Every five years since 1965 the act has been modified and reauthorized by Congress. The Obama administration's blueprint for revising the ESEA is attached. Several programs fall under ESEA; these are referred to as "Title" programs. The Republic School District receives funds for the following federal programs: Title I-A (Improving Basic Programs), Title II-A (Improving Teacher Quality), and Title IV (Safe and Drug Fee Schools).

Approved expenditures for the Title II-A (Improving Teacher Quality) program have changed recently. In years past (i.e., under the Clinton administration) schools could use their Title II-A monies to reduce class sizes. This was how most of our district's Title II-A allocation was spent. While the Bush administration made allowances for this continued use of the monies, the federal government has now altered the focus of the Title II-A program. According to the US Department of Education, the purpose of the program is "...to increase academic achievement by improving teacher and principal quality." This program is now intended to address "...challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders."

With this is mind, we are proposing the creation of a new position for the district to be funded with these federal monles. We know from research on professional development (i.e., work done by Bruce Joyce and Beverly Showers) that only about 15% of educators transfer what they learn in a workshop (i.e., knowledge and skills) to the classroom when they are not supported. However, when educators receive the proper amount of support (i.e., coaching in the workplace, resources, training) implementation sky rockets to approximately 85-90%. This research provided the rationale for the addition of literacy coaches and cooperative learning coaches in our district last year. While we are just beginning to launch these support systems this year, another coaching need also exists in our district, that being support in the area of mathematics.

Dr. Amy Cook, Director of Curriculum and Instruction, conducted mathematics training with several of our educators this past year. At present this is not a focal point in our professional development program; currently, our emphasis is on student engagement (i.e., cooperative learning) and literacy. However, mathematics is an area that we need to address, and it is included in our Comprehensive School Improvement Plan (CSIP). At some point we will need to do large scale training in mathematics instruction. In the meantime we have trained several educators in the district to begin making people aware of what needs to be addressed in our mathematics program. Having a mathematics coach available to work with individuals who have received training in the last year will ensure they transfer what they have learned to the classroom. Successful implementation will result in having model classrooms in our own district that we can visit and reference when the time comes for mass training. Attached is a proposal from Dr. Cook regarding this new position. This position will not cost the district any monies. It simply is a different use of our Title II-A monies which ensures were are in compliance with new federal guidelines.

File Attachments

ESEA Reauthorization.pdf (2,095 KB)

Math Coach Proposal (2011-12).pdf (13 KB)

Subject 3.03 Heat Index Policy

Meeting Jul 25, 2011 - Regular Board Meeting

Category 3. Action Items

Type Action

Recommended The superintendent recommends approval of the heat index policy proposal.

Action

Greg Garton, Activitles Director, and Gabe Fleer, Athletic Trainer, have been discussing various issues regarding the upcoming fall sports season. Because August is typically the hottest time of the year for school sports, one of the focal topics in their conversations has been the district's position on practices in hot weather conditions. After

considerable dialogue, it was determined that a proposal should be brought to the board for consideration. MSHSAA has guldelines (see attached) regarding practice and competition in hot weather situations. However, MSHSAA's language only serves as a recommendation. The attached proposal, if approved, would become board policy for the district.

File Attachments

Heat Index Policy Proposal.pdf (26 KB)

MSHSAA Heat Guldelines.pdf (32 KB)

Subject 3.04 Public Complaint

Meeting Jul 25, 2011 - Regular Board Meeting

Category 3. Action Items

Type Action

Recommended A recommendation is forthcoming.

Action

Listed below are links to three prior board meetings regarding a public complaint filed by Mr. Wes Scroggins.

Mr. Scroggins filed his initial complaint with the district in the spring of 2010. At that time the superintendent and curriculum director met with Mr. Scroggins to address his issues. The superintendent summarized the meeting in written fashion and reported to the board. Mr. Scroggins then requested a time to present his concerns before the board. The board granted his request and listened to a presentation by Mr. Scroggins at the June 21, 2010 board meeting. Written information which accompanied his presentation is included in the June 21 agenda. During the course of his presentation, however, Mr. Scroggins focused his attention on three books, those being "Speak" (written by Laurie Halse Anderson), "Slaughterhouse Five" (written by Kurt Vonnegut), and "Twenty Boy Summer" (written by Sarah Ockler). Mr. Scroggins requested that these three books be removed from the Republic School District.

In subsequent conversations that transpired, it was determined that rather than just examine the three books in question, a more in-depth dialogue should transpire regarding how books are selected in the district. The board and administration concluded that the creation of a set of standards to guide decisions on book selection would be beneficial. Since these types of standards do not exist, it was prudent to involve staff in the process. While this delayed the resolution of Mr. Scrogglns' complaint, district leaders agreed that this approach would prove to be advantageous for district educators in the future.

A team of educators was convened in the fall of 2010 (i.e., once staff members reported back to duty after summer break). Early discussions revealed that direction from the board was warranted. As such, at the November 15, 2010 board meeting, clarification was sought from the board. The task force that was created to draft book standards was charged with creating standards that were consistent with other board policies. Specific, applicable policies that were highlighted can be reviewed in the November 15 agenda. With this in mind, the group of educators reconvened and continued their curriculum work.

Several drafts were created during the process; updates were given to the board periodically throughout the process. Mr. Scroggins was also informed of the group's status. Finally, at the <u>April 18, 2011</u> board meeting a set of book standards was adopted by the board of education. Since that time the newly adopted standards have been applied to the three books in question. Numerous individuals have read the three novels and provided their feedback. A brief review of the feedback received for each novel will be shared with the board followed by the superintendent's recommendation. Once done, the board can determine how this information will be shared with Mr. Scroggins and whether or not additional attention is warranted on his complaint.

Subject 3.05 Administrator Salary Schedule

Meeting Jul 25, 2011 - Regular Board Meeting

Category 3. Action Items

Type

Action

Recommended

The superintendent recommends the district abandon the administrator salary schedule.

Action

Attached is a copy of the current administrator salary schedule. For several years and for various reasons, the district has not been following this schedule when making salary decisions. Based on past conversations, it appears that it is time to abandon the schedule and, in its place, create a set of ranges (i.e., minimum and maximum salaries) for each administrative job category.

File Attachments

Administrator Salary Schedule,pdf (8 KB)

Subject

3.06 Food Service Bids

Meeting

Jul 25, 2011 - Regular Board Meeting

Category

3. Action Items

Type

Action

Recommended

The superintendent recommends the food service bids as presented.

Action

Attached below are the food service bids being recommended by Ruth Melvin, Director of Food Service. Vicki Neal will answer any questions board members may have.

Recommendation	Dairy Bid	Bread/Bakery Bid	Beverage Products Bid	Linen Bid	Warewash Bid
Bid Recommendation Memo.pdf (8 KB)	Milk Dairy Products Bld Comparison SY 2011-1012.pdf (12 KB)	Bread Bid Comparison SY 2011-2012.pdf (7 KB)	Beverage Bid Comparison SY 2011-2012.pdf (7 KB)	Linen Bid Comparison SY 2011-2012.pdf (6 KB)	Warewash Bid Comparison SY 2011-2012.pdf (7 KB)

Flie Attachments

Milk Dairy Products Bid Comparison SY 2011-1012.pdf (12 KB)

Bread Bid Comparison SY 2011-2012.pdf (7 KB)

Beverage Bid Comparison SY 2011-2012.pdf (7 KB)

Linen Bid Comparison SY 2011-2012.pdf (6 KB)

Warewash Bid Comparison SY 2011-2012.pdf (7 KB)

Bid Recommendation Memo, pdf (8 KB)

Subject 3.07 District Mileage Rate

Meeting

Jul 25, 2011 - Regular Board Meeting

Category

3. Action Items

Type

Action

Recommended

The superintendent recommends approving the IRS federal rate as the district mileage reimbursement rate.

Action

Each year, the board establishes the district's mileage reimbursement rate. The Internal Revenue Service annually establishes a federal reimbursement rate which many districts adopt as their guideline. The 2011-2012 federal reimbursement rate for business miles is \$.51 per mile (see attached).

File Attachments

IRS 2011 Mileage Rate.pdf (20 KB)

4. Discussion Items

Subject 4.01 Board Planning Schedule

Meeting Jul 25, 2011 - Regular Board Meeting

Category 4. Discussion Items

Type Discussion

Each year the board creates a board planning schedule. This rotation allows all board members to participate in the meeting planning process during the course of the year. Attached is a draft schedule for the upcoming school year. Most of the planning dates fall on a Wednesday. Please check your calendars to verify that the dates for which you are assigned will work. Additionally, times for these meetings need to be determined. Typically, these meetings are held at 7:00 AM; however, other times have been substituted depending on individual board member needs.

File Attachments

Board Planning Schedule (2011-2012).pdf (8 KB)

Subject 4.02 Back to School Meetings

Meeting Jul 25, 2011 - Regular Board Meeting

Category 4. Discussion Items

Type Discussion

Attached is information related to district meetings for the upcoming school year. These documents will be briefly reviewed during the meeting. Of particular importance to board members is the All Employee Breakfast slated for Tuesday, August 16 (see "Pre-Service Agenda" attachment).

File Attachments

<u>Pre-Service Agenda (2011-2012).pdf (47 KB)</u> <u>Orientation Agenda (2011-2012).pdf (20 KB)</u>

Administrator Meeting Schedule (2011-2012).pdf (62 KB)

Subject 4.03 403(b) Plan

Meeting Jul 25, 2011 - Regular Board Meeting

Category 4. Discussion Items

Type Discussion

The TASK team suggested to the board that the district's 403(b) plan warranted some attention. Specifically, TASK wanted to explore other options and, possibly, other vendors. The board agreed to this study and charged

TASK members with investigating the matter and formulating a recommendation. Interviews with various organizations were conducted recently. The superintendent will update the board on where the committee stands on this issue.

5. Personnel

Subject 5.01 Resignations

Meeting Jul 25, 2011 - Regular Board Meeting

5. Personnel Category

Type Action

Recommended The superintendent recommends approving the resignations as presented.

Action

STAFF	POSITION
Laura Peltz	Library Aide McCulloch Elementary
Johns Skeans	PE Teacher Price Elementary
Dustin Washam	MS Science Teacher
Jodi Wilcox	Grade 3 Teacher Lyon Elementary
Julie Wipff	Secretary ECSE/Student Services

5ubject 5.02 Employments

Jul 25, 2011 - Regular Board Meeting Meeting

5. Personnel Category

Туре Action

Recommended

Based upon the recommendations from the supervisors involved, the superintendent Action

recommends the employments as presented.

STAFF	POSITION
Leslie Andreasen Terrl Bauer John Berry Courtney Broser Amanda Butler Serena Carter Stephanie Cloyd Lori Comer Carrie Davis Jami Bruton-Davis Lee Dishman Julie Gill Tarynn Goddard Joshua Hadsell MaryAnne H'Doubler Priscilla Howard Kathy Jackson Dale Jones Jacquelyn Knapp Ryan Lacson Vanessa Lohman Hillary Maupin Shannon Moots	MS Paraprofessional Instructional Coach Extra Duty MS Cross Country Extra Duty MS Assistant Volleyball Extra Duty Grade 3 Teacher Lyon Elementary Mentor Extra Duty Mentor Extra Duty HS FBBLA Assistant Sponsor Extra Duty Mentor Extra Duty MS Drama Extra Duty PE Teacher Price Elementary, HS Assistant Baseball, MS Assistant Football Secretary Student Services Mentor Extra Duty Paraprofessional Lyon Elementary Math Instructional Coach Grade 3 Teacher Lyon Elementary Price Elementary Paraprofessional Mentor Extra Duty MS Science Teacher Mentor Extra Duty Nurse Early Childhood Center, 5 day Extended Duty Focus Aide Price Elementary

Rhonda Nichols Christine Smith Jessica Tucker

HS Focus Alde
MS Food Service Cook
Central Office Secretary
General Aide Lyon-Elementary

6. Procedural Items

Subject 6.01 Future Agenda Items

Meeting Jul 25, 2011 - Regular Board Meeting

Category 6. Procedural Items

Type Discussion

The board will discuss possible future agenda items.

Subject 6.02 Next Meeting

Meeting Jul 25, 2011 - Regular Board Meeting

Category 6. Procedural Items

Type Action

Recommended The superintendent recommends the next board meeting be set for August 22, 2011 (i.e.,

Action Executive Session at 6:00 PM followed by Regular Session at 7:00 PM).

The board will set the date and time for the next board of education meeting.

Subject 6.03 Adjournment

Meeting Jul 25, 2011 - Regular Board Meeting

Category 6. Procedural Items

Type Action

Recommended The board president will adjourn this meeting at TIME.

Action

The board will adjourn the meeting.



Monday, September 19, 2011 Regular Board Meeting

Executive Session 6:00 P.M. Regular Session 7:00 P.M. Republic Schools Central Office 518 N. Hampton Republic, MO 65738

1. Action Items

1.01 Call to Order Subject

Sep 19, 2011 - Regular Board Meeting Meeting

1. Action Items Category

Information Type

The board president will call the meeting to order.

1.02 Adjourn to Executive Session Subject

Sep 19, 2011 - Regular Board Meeting Meeting

1. Action Items Category

Action. Type

Recommended Action. The board president recommends meeting in closed session according to Section 610.021, Subsection 13, for the

discussion of matters related to individually identifiable records and legal actions or litigation at 6:00 PM.

The board will meet in closed session to discuss matters protected by Missouri statute.

1.03 Adjourn Executive Session and Reconvene In Open Session Subject

Sep 19, 2011 - Regular Board Meeting Meeting

1. Action Items Category

Action Type

Recommended Action. The board president recommends adjourning the closed session at TIME and reconvene in open session at TIME.

The board will adjourn the closed session and reconvene in open session.

1.04 Adoption of Agenda Subject

Sep 19, 2011 - Regular Board Meeting Meeting

1. Action Items Category

Type

Recommended Action. The board president recommends adopting the agenda as presented.

The board will adopt the agenda for the board meeting.

1.05 Consent Agenda Subject

Meeting Sep 19, 2011 - Regular Board Meeting

1. Action Items Category Action, Minutes Type

Recommended Action. The superintendent recommends approving the consent agenda as presented.

View Minutes for Aug 22, 2011 - Regular Board Meeting Minutes

Consent agenda items are listed below. These items are considered routine and will be voted upon with a single motion.

1. Overnight Trips

File Attachments

HS Overnight Trip 091911.pdf (319 KB)

Subject

1.06 Book Standards

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

1. Action Items

Type

Action

Recommended Action A recommendation is forthcoming.

The board of education adopted book standards at the <u>April 18, 2011, meeting</u>. At the August 22 meeting, the board of education placed this Item on the agenda again for reconsideration. The superintendent of schools will provide an overview of the work that took place over the course of a year to create the standards. A summary of key board meetings during that lengthy process was included in the <u>July 25, 2011, meeting</u>; these benchmark meetings will be addressed during the discussion. Documents that may be referenced during the course of this overview are attached below.

Book Standards	Book Standards	Language Analysis	
Board Adopted	Draft #5	"Speak"	
Book Standards (BOE Approved).pdf (22,KB)	Book Standards (Draft #5).pdf (23 KB)	Language Analysis (Speak) pdf (13 KB)	<u>اة</u>

File Attachments

Book Standards (BOE Approved),pdf (22 KB)

Language Analysis (Speak).pdf (13 KB)

Language Analysis (Twenty Boy Summer).pdf (21 KB)

Language Analysis (Slaughterhouse Five).pdf (14 KB)

Book Standards (Draft #5).pdf (23 KB)

Subject

1.07 SEMA Grant Approval

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

1. Action Items

Type

Action

Recommended Action. The superintendent recommends approval of the agreement with SEMA.

The Republic School District has been awarded a grant from the Missouri State Emergency Management Agency (SEMA) in the amount of \$1,561,770. The grant is to be used to construct a tornado safe room at the Early Childhood Center location. Attached is a copy of the agreement which is being recommended for approval. Also attached are supplemental documents that will be referenced during the board's consideration of this agreement.

SEMA Grant Agreement	SEMA Grant Budget	SEMA Design P
FEAM Grant Agreement.pdf (628 KB)	FEMA Grant Budget.odf (115 KB)	FEMA Design Phase.pdf (107 KI

File Attachments

FEAM Grant Agreement.pdf (628 KB)

FEMA Grant Budget.pdf (115 KB)

FEMA Design Phase.odf (107 KB)

FEMA Monthly Progress Report =1.pdf (9 KB)

Subject

1.08 Surplus Items

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

1. Action Items

Туре

Action

Recommended Action. The superintendent recommends declaring the list of items as surplus-

Periodically, the district accumulates Items (e.g.,old furniture and equipment) that is no longer of use to the school district. In order for us to dispose of such items, they must be declared as surplus. Attached is a list of items we are requesting be declared as surplus. With the board's permission, the superintendent will discard the items in a similar fashion as we have in the recent past.

File Attachments

Surplus Items 091911.pdf (30 KB)

2. Discussion Items

Subject

2.01 Canine Search

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

2. Discussion Items

Type

Discussion

The board will discuss whether or not the district should utilize canlne searches in our district. Sean Carleton, Director of Security for the school district, will be present for the discussion. The advantages and disadvantages of using law enforcement agencies versus private agencies will be considered. Additionally, Information from a private agency called Interquest may be examined; two documents from this organization are attached. Finally, discussions related to the development of a board policy on this topic will be explored. Board Policy JFG currently addresses the search of students and property; however, the use of trained dogs to conduct searches is not addressed in the policy. Two sample policies that the board may want to consider are attached.

File Attachments

Interquest Policy & Proceedures.pdf (32 KB)

Interquest Service Agreement pdf (11 KB)

Sample Board Policies (Canine Searches).pdf (10 KB)

Subject

2.02 Website

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

2. Discussion Items

Type

Discussion

This topic was identified as a future agenda item during a prior board meeting. The district is in the process of transitioning to a new website. Last year the board of education approved—at the recommendation of the district's technology committee—a product called eChalk. Migrating from the old website to a new website has been a monumental undertaking. During this first phase of the transition, numerous individuals have been trained to load information onto our main pages (i.e., at the district and building levels). One of the unique features of this solution is that many people will be loading information onto our website, making it much more dynamic than our old site which was manned primarily by a single Individual. In phase one of our transition we wanted to ensure that all relevant information from our former website was moved to our current site. The primary focus of the board's discussion will be on the present features of our website. Some Ideas have been compiled by one board member (see attachment) that will serve as a springboard into the discussion. John Howard, the Technology Director for the school district, will be present for the board's dialogue.

It should be noted that we have at least two more major phases before our website is fully functional. The eChalk solution is much more than a simple website solution. It is a communications tool. We are just now launching into the second phase of our transition. During this phase teachers are being trained on the various tools that are available for them (e.g., class web pages, class calendars, discussion boards, document sharing). Phase two will focus on equipping teachers with web based tools that will better enable them to communicate with one another, their students, and parents. The third phase of the transition will consist of making students users on the system. Student lockers, e-mall, discussion boards, homework drop boxes, and calendars will be features that will be explored. As noted above, rolling out all aspects of this solution is a massive endeavor, particularly when one considers the other major school improvement initiatives that are being launched in our district. However, once all features are fully functional, we will have one of the finest websites in this part of the country.

File Attachments

Website Ideas.pdf (5,324 KB)

Subject

2.03 Bond Issue

Meeting

Sep 19, 2011 · Regular Board Meeting

Category

2. Discussion Items

Type

Discussion

At the <u>August 22</u> board meeting, discussion was initiated regarding a future bond issue campaign. Documents that were briefly explored at the August 22 meeting will be reviewed again, and the board will determine next steps that should be taken.

3. Report Items

Subject

3.01 CTA

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

3. Report Items

Type

Report

Sandy Embretson and Julie Papen. Co-Presidents of the Community Teachers Association (CTA), will give a report on statewide issues. The CTA is the local group of the Missouri State Teachers Association (MSTA).

File Attachments

September CTA.pdf (60 KB)

Subject 3.02 MSBA Delegate

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

3. Report Items

Type

Report

Denny Lawson, MSBA Detegate, will give a report on statewide educational issues. The MSBA Fall Regional Meeting will be held on Thursday, November 3, in Springfield. Additional Information will be dispersed at a later date.

- 1. SB 54 or Facebook taw was debated again on the Senate floor, in regards to possible changes to the language.
- 2. Reminder of the upcoming MSBA meeting In Tan-tar-a September 29th- October 2nd.
- 3. New board member training October 21st and 22nd in Springfield.
- 4. October 25th policy forum on "emergency preparedness", featuring Joplin Schools administration. (free forum)

Subject 3.03 Construction

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

3. Report Items

Type

Report

Brent Stevens, Principal Architect from H Design, will give an update on the work being done on phase one of the district's master plan.

File Attachments

11-09-31 Republic Cost Breakdown.pdf (41 KB)

Subject 3.04 Administrative Team

Meeting

Sep 19, 2011 - Regular Board Meeting

Category

3. Report Items

Туре

Report

The administrative team members will answer any questions board members may have regarding their reports.

Elementary School Reports

Lyon Elementary	McCulloch Elementary	Price Elementary	Schofield El
Darin Carter 091911.pdf (69 KB)	Tracev Hankins 091911.pdf (342 KB)	Carol Lohkamp 091911.pdf (295 KB)	Allan Brown 09191

Secondary School Reports

Middle School	High School
Shelly Sprague 091911.pdf (17 KB)	<u>Daren Harris 091911 pdf (323 KB)</u>

District Reports

Assistant Superintendent	Curriculum Director	Activities Director
Vicki Neal 091911,pdf (114 KB)	Amy Cook 091911.pdf (19 KB)	Greg Garton 091911.pdf (141 KB)
Technology Director	Student Services Director	Superintendent
Technology Director	Student Services Director	Superintendent

File Attachments

<u>Shelly Sprague 091911.pdf (17 K8)</u> Daren Harris 091911.pdf (323 KB)

Matt White 091911.pdf (22 KB) Tracey Hankins 091911.pdf (342 KB)

Darin Carter 091911.pdf (69 K8)

Carol Lohkamp 091911.pdf (295 KB)

September 15, 2011.pdf (31 KB)

Vicki Neal 091911.pdf (114 K8)

Greg Garton 091911.pdf (141 KB)

John Howard 091911.pdf (11 KB)

Amy Cook 091911.pdf (19 KB)

Allan Brown 091911.pdf (84 KB)

4. Personnel

Subject 4.01 Resignations

Meeting Sep 19, 2011 - Regular Board Meeting

Category 4. Personnel

Type Action

Recommended Action. The superintendent recommends approving the resignations as presented.

STAFF	POSITION
McKenzie Dalton	Tiger STRIPES Staffer

Subject 4.02 Employments

Meeting Sep 19, 2011 - Regular Board Meeting

Category 4. Personnel

Type Action

Recommended Action. Based upon the recommendations from the supervisors involved, the superintendent recommends the employments

as presented.

STAFF	POSITION
Hunter Carter	Tiger STRIPES Student Worker
Mark Freiert	Instructional Coach
Michelle Gamer	Tiger STRIPES Site Leader
Pamela Gibson	MS Custodian
Rachelle Kipp	Tiger STRIPES Staffer
Jason Liska	Custodian
Susan Reid	Mentor Extra Duty
Ronda Tomnitz	MS Yearbook Sponsor Extra Duty
Kelsha Wilson	Tiger STRIPES Staffer

5. Procedural Items

Subject 5.01 Future Agenda Items

Meeting Sep 19, 2011 - Regular Board Meeting

Category 5. Procedural Items

Type Discussion

The board will discuss possible future agenda items.

Subject 5.02 Next Meeting

Meeting Sep 19, 2011 - Regular Board Meeting

Category 5. Procedural Items

Type Action

Recommended Action. The superintendent recommends the next board meeting be slated for October 17 (6:00 PM Executive Session and

7:00 PM Regular Session).

Subject 5.03 Adjournment

Meeting Sep 19, 2011 - Regular Board Meeting

Category

5. Procedural Items

Type

Action

Recommended Action. The board president will adjourn this meeting at TIME.

The board will adjourn the meeting.

BOOK STANDARDS

GENERAL COMMENTS

- These standards apply to all books and reading materials that are a part of the board of education approved curriculum.
 - · Required readings
 - Materials read aloud by a teacher
 - Independent student selections
 - Library resources
- The value and impact of any instructional material will be judged as a whole, taking into account the purpose of the material.
- ▶ Students wishing to read materials that fall outside of the standards set for his/her given grade level (i.e., selecting a book for independent reading) must have signed parent permission in order to do so.
- Parents who disagree with a book approved by the board of education that meets the defined standards below may opt their child out of the assigned reading. Said child will be assigned a comparable, alternative reading assignment.

A. ELEMENTARY STANDARDS

All reading materials for elementary aged children will be appropriate for readers of all ages. All elementary school reading materials will meet the standards defined below.

- Language
 - Minimal profanity will be present.
 - Mild, crude humor is infrequently used.
- Violence
 - Depictions of mild violence are minimal.
 - No promotion or sensationalism of violence use exists.
- 3. Sexuality
 - No sexual content exists.
- 4. Drugs, Alcohol, and Tobacco
 - References to drugs/alcohol/tobacco may be presented in realistic situations.
 - No promotion or sensationalism of drugs/alcohol/tobacco use exists.

B. MIDDLE SCHOOL STANDARDS

All reading materials for middle school aged children will be appropriate for readers ages II-I3. Some materials may be inappropriate for young children. All middle school reading materials will meet the standards defined below.

1. Language

- · Mild language is infrequently used.
- Some crude humor may be present.

Violence

- · Some depictions of violence may be present.
- No promotion or sensationalism of violence use exists.

3. Sexuality

- · Minimal sexual content may be presented in realistic situations.
- · No promotion or sensationalism of sexual promiscuity exists.

4. Drugs, Alcohol, and Tobacco

- · References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

C. HIGH SCHOOL STANDARDS

All reading materials for high school aged children will be appropriate for readers ages I4-17. Some materials may be inappropriate for children under 14. All high school reading materials will meet the standards defined below.

I. Language

- Moderate language may be present.
- Minimal use of mature humor and suggestive themes may be present.

2. Violence

- · Some depictions of intense violence may be present.
- · No promotion or sensationalism of violence use exists.

Sexuality

- References to sexual themes presented in realistic situations are minimal.
- No promotion or sensationalism of sexual promiscuity exists.

4. Drugs, Alcohol, and Tobacco

- References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

D. DEFINITIONS

- ▶ Blood Depictions of blood
- ► Crude Humor Depictions or dialogue involving vulgar antics
- ► Intense Violence Realistic depictions of physical conflict and violent acts which may describe human injury or death
- ► Language Mild to moderate use of profanity
- ▶ Mature Humor Depictions or dialogue involving "adult" humor
- ► Sexual Content Non-explicit depictions of sexual behavior
- ► Sexual Themes References to sex or sexuality
- ► Sexual Violence Depictions of rape or other violent sexual acts
- ► Suggestive Thomes Mild, provocative references
- ► Use of Drugs The consumption or use of illegal drugs
- ▶ Use of Alcohol The consumption of alcoholic heverages
- ► Use of Tohacco The consumption of tobacco products
- ► Violence Scenes involving mild to moderate aggressive conflicts

BOOK STANDARDS

GENERAL COMMENTS

- ► These standards apply to all books and reading materials that are a part of the board of education approved curriculum.
 - Required readings
 - · Materials read aloud by a teacher
 - Independent student selections
 - Library resources
- ► The value and impact of any instructional material will be judged as a whole, taking into account the purpose of the material.
- Students wishing to read materials that full outside of the standards set for his/her given grade level (i.e., selecting a book for independent reading) must have signed parent permission in order to do so.
- Any district books that are challenged which do not meet the standards set for a given grade level will not be a part of the district's curriculum program (i.e., they will not be assigned as required readings or read alond by a teacher). Said books will be available to students for independent reading. These books will be housed in a secured section of the library. Books in this section of the library will be checked out to parents/guardians only.
- Parents who disagree with a book approved by the board of education that meets the defined standards below may opt their child out of the assigned reading. Said child will be assigned a comparable, alternative reading assignment.
- ► The standards below are progressive so that all materials appropriate for elementary students are automatically appropriate for middle school students, and all materials in the district are appropriate for high school students.

A. ELEMENTARY STANDARDS

All reading materials for elementary aged children will be appropriate for readers of all ages. All elementary school reading materials will meet the standards defined below.

1. Language

- · Minimal profanity will be present.
- · Mild, crude humor is infrequently used.

2. Violence

- Depictions of mild violence are minimal.
- No promotion or sensationalism of violence use exists.

3. Sexuality

No sexual content exists.

4. Drugs, Alcohol, and Tobacco

- References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

B. MIDDLE SCHOOL STANDARDS

All reading materials for middle school aged children will be appropriate for readers ages 11-13. Some materials may be inappropriate for young children. All middle school reading materials will meet the standards defined below.

1. Language

- · Mild language is infrequently used.
- Some crude humor may be present.

2. Violence

- Some depictions of violence may be present.
- No promotion or sensationalism of violence use exists.

3. Sexuality

- Minimal sexual content may be presented in realistic situations.
- No promotion or sensationalism of sexual promiscuity exists.

4. Drugs, Alcohol, and Tobacco

- · References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

C. HIGH SCHOOL STANDARDS

All reading materials for high school aged children will be appropriate for readers ages I4-I7. Some materials may be inappropriate for children under I4. All high school reading materials will meet the standards defined below.

1. Language

- Moderate language may be present.
- Minimal use of mature humor and suggestive themes may be present.

2. Violence

- Some depictions of intense violence may be present.
- No promotion or sensationalism of violence use exists.

3. Sexuality

- · References to sexual themes presented in realistic situations are minimal.
- No promotion or sensationalism of sexual promiscuity exists.

4. Drugs, Alcohol, and Tobacco

- References to drugs/alcohol/tobacco may be presented in realistic situations.
- No promotion or sensationalism of drugs/alcohol/tobacco use exists.

D. DEFINITIONS

- ▶ Blood Depictions of blood
- ► Crude Humor Depictions or dialogue involving vulgar antics
- ► Intense Violence Realistic depictions of physical conflict and violent acts which may describe human injury or death
- ► Language Mild to moderate use of profanity
- ➤ Mature Humor Depictions or dialogue involving "adult" humor
- ➤ Sexual Content Non-explicit depictions of sexual behavior
- ➤ Sexual Themes References to sex or sexuality
- ► Sexual Violence Depictions of rape or other violent sexual acts
- ► Suggestive Themes Mild, provocative references
- ▶ Use of Drugs The consumption or use of illegal drugs
- ▶ Use of Alcohol The consumption of alcoholic beverages
- ▶ Use of Tobacco The consumption of tobacco products
- ➤ Violence Scenes involving mild to moderate aggressive conflicts

"Speak" by Laurie Halse Anderson

Phrases/Sentences Α.

- "Our cheerleaders are much better at scoring than the football team is" (29)
 "They rent beach houses in Cancun during Spring Break and get group rate abortions before the prom" (30)
- Rape scene (135)

Profunity/Crude Language B.

- "Asshole" (28)"Bullshit" (193)
- "Horny" (141)

"Slaughterhouse Five" by Kurt Vonnegut

A. Phrases/Sentences

- "The gun made a ripping sound like the opening of the zipper on the fly of God Almighty" (34)
- "He had a prophylactic kit containing two tough condoms..." (40)
- "He had a dirty picture of a woman attempting sexual intercourse with a Shetland pony" (40)
- "The woman was very drunk herself, and she helped Billy get her girdle off" (46)
- "They told him there could be no Earthling babies without male homosexuals" (114)
- "Billy was on top of Valencia making love to her" (118)
- "Men looked at her and wanted to fill her up with babies right away" (171)
- ",,,the young men would still be semi-erect, and their muscles would be bulging like cannonballs" (201)
- "He had his back to a rack of paperback books about oral genital contacts from ancient Egypt to the present..." (204)
- "...and there was Montana Wildhack alone on a bed, peeling a banana" (205)
- Pencil drawing of a woman's breasts (209)

B. Profamity/Crude Language

- "Bag" (155)
- "Balls" (34, 84, 155)
- "Bastard" (34, 42, 127, 155)
- "Bitchy" (29)
- "Blow job" (206)
- "Cleavage" (172)
- "Cocksucker" (141, 141)
- "Damn" (29, 42, 43)
- "Fuck" (34, 98, 138, 138, 139, 139, 140, 143, 144, 147, 147, 155, 166, 166, 200)
- "God damn" (42, 78, 79, 147)
- "Hard on" (127, 203)
- "Hell" (29, 37, 42, 57, 78, 79, 110, 139, 148, 167, 184, 198)
- "Jerk off" (205)
- "Jesus" (48, 110, 138, 204)
- "Motherfucker" (34)
- "Pecker" (34, 124, 140, 140, 201)
- "Penis" (84)
- "Shit" (35, 37, 50, 70, 80, 140, 155, 155, 200, 202)
- "Son-of-a-bitch" (78, 139)
- "Wang" (132)
- "Wet dream" (134, 182)

"Twenty Boy Summer" by Sarah Ockler

A. Phrases/Sentences (Sexual References)

- "A.A.—Anna's Albatross...It's the code name we gave my virginity when Frankie
 lost hers to the German exchange student after the Spring Send-off dance two months
 ago and became the expert on such things." (29)
- "I told you, it's really not that good the first time. It's more like a rehearsal for the real thing—an undress rehearsal. I picked Johan because he was leaving a week later and I knew I'd never have to see him again." (30)
- "That doesn't stop her from plotting the downfall of my innocence...we'll be ignoring a direct missive from the God of Summer Vacations if I don't ditch the big V once and for all..." (31)
- "'Anna. no one will notice us if we're wandering around in old lady clothes. They'll think we're pregnant or something.' 'Rather than wanting to get us pregnant?' 'Exactly.'" (37)
- "First time through the X-ray machine, first time on a plane, first time in California...I'm sensing a theme here. Anna. You know, first times?" (57)
- "Anna, they have the best pina coladas here.' 'Nonalcoholic, of course.' Jayne says.
 Frankie smiles. 'Virgins. Of course." (67)
- "The boys are about twenty feet away, staring at us with open mouths as Frankie sucks on the water bottle in an entirely inappropriate manner." (108)
- "I'll get you a cherry shake, how's that?" Frankie answers for me. 'She loves cherries.' He winks at us and heads up to the stand to order our shakes." (111)
- "Then I can't help you, Anna. You're going to have to lose your virginity all by yourself.' I look at her and laugh. 'If only it were that simple.'" (142)
- "He moves on top of me, the weight of his body pressing me into the sand, kissing
 my lips, my neck, his hands tangled in my hair, then reaching under my shirt, and I'm
 floating..." (151)
- "You really like Jake.' 'He's okay, I guess. I think we're gonna—you know.
 Tonight.'" (178)
- "Each night I'm with Sam, things get more intense, closer and closer to the ultimate end." (187)
- "She started telling me the story ten minutes ago, and she's only to the part where they went skinny-dipping." (189)
- "Let's go, Sloppy Seconds,' I say." (190)
- "Frankie crossed into the realm of 'experienced' months ago." 192)
- "I'm still a little freaked out about Sam's hands on me, the big scarlet V forever emblazoned on my forehead...All I have to do is sleep with him, and the embarrassing glow of the big V will be extinguished." (192)
- "Virginity is more like shedding something than losing it." (192)

"Twenty Boy Summer" by Sarah Ockler

- "Why does it have to be so special? Frankie says the first time isn't special. It's a minor inconvenience, an act no more significant than going to the dentist. You schedule the appointment at a mutually convenient time and lie as motionless as possible to expedite the process." (193)
- "Frankie and I spend an hour trying on clothes that will fit smoothly over our bikinis and convey the right kind of mixed messages; casual but not sloppy. Hot but not trashy. Fun but not easy (well, not that easy, anyway)." (196)
- "Do you have something?' I wait for the glimmer of recognition to rise on his face. Yeah, he says, nodding and reaching for his sweatshirt beside me. I hear the crinkling of paper as he tears open the condom." (211)
- "Sam kisses me hard, breathing through his nose as he unzips, unties, unbuttons, and pulls our clothes down, kissing my stomach as he goes. His mouth moves slowly back to my lips, murmuring softly as 1 wrap my legs around him and pull him inside...Sam tangles his hands up in my hair, pushing back and forth against my body like the waves in front of us. 1 sense his rhythm and relax as my shoulders and hips dig trenches in the sand beneath our blanket." (212)
- "He smiles and kisses me, slowly moving us into the same position as the other night. This time, I don't forget. This time, as he lies on top of me, pressing his bare stomach against mine, pressing me against the blanket and the blanket against the sand, I realize it's no longer something I must endure...I know that this is probably the last time I'll see him." (264)
- "You do realize I'm going to need all the details of this little rendezvous, right?" Frankie asks." (288)

B. Phrases/Sentences (Alcohol References)

- "Like the other groups, Jake and Sam have a fire going and a small cooler of beer...The four of us stand around sipping the beers and digging holes in the sand with our toes." (147)
- "We need a beer pong table," she says... You set up six cups on each side like bowling pins and fill them with beer. Then you have to try to bounce the Ping-Pong ball into the other team's cups to make them drink. If you miss, you drink." 'See, Anna,' Jake says, 'the thing about beer pong is that even when you lose, you win!" (199)
- "'Frankie, where's your shirt?' I ask. 'I lost it in strip beer pong.'" (204)
- "'Who wants to do a belly shot?' 'Off your hairy gut?' Sam asks. 'No, silly!' Frankie hops off the stool and nearly drags down the other beer pong shirt-loser in the process. 'Me and Lisa—I mean Leah—are the shot glasses.'" (204)
- "I love you, Anna. You are my best friend in the world. I'm not just saying that because I'm drunk, either. I mean, I am drunk, but I still love you even when I'm not." (205)

"Twenty Boy Summer" by Sarah Ockler

- "I step over the crumpled, sleeping pile of a guy whose clothes I recognize from the beer pong fan club last night...The smell of someone's puke announces itself proudly...a layer of sand mixed with a sticky film of spilled beer coats every flat surface in sight." (226)
- "A ragtag bunch of last night's Beautiful People are curled up in various states of disarray on the living room floor, stinky and hungover and smudged with makeup and beer." (226)
- "Across the room. Eddie is passed out on a leather couch, wearing a black lace bra stuffed with napkins over his green T-shirt." (227)
- "'Hi,' he yawns, a lone survivor in the aftermath of the party storm, stranded in the middle of a war zone strewn with bodies, bottles, eigarette butts, random articles of clothing..." (228)
- "I ask him if he saw Frankie come in earlier. 'Yeah, she's upstairs. You two musta drank last night. You both look like shit!" (229)

C. Profanity/Crude Language

- "Bitch" (81, 185)
- "Boobs" (37, 200)
- "Bullshit" (234)
- "Damn" (139)
- "Hell" (35)
- "Shit" (25, 142, 142, 219, 228, 229, 245)
- "Smart ass" (196)